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ABSTRACT

This manual is the fifth in a series of documents developed by the staff of the Domestic Violence Project, an agency committed to ending violence against women. This guide is designed to assist agencies in recruiting, screening, training, and supervising a volunteer staff. This publication emphasizes practical information and training techniques which are applicable to any agency seeking volunteers. A section on the administration of a volunteer program discusses the coordinator's role, recordkeeping, and scheduling. Methods for recruiting volunteers are suggested and the screening of applicants is described. Orientation procedures are presented and steps in developing and implementing a training program are discussed. A section on support systems considers rewards, recognition, and the phenomenon of volunteer burnout. The appendices contain numerous sample forms and materials developed over several years that provide examples and illustrations of techniques described in the text. (NRB)

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The Effective Coordination of Volunteers

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The Effective Coordination of Volunteers

Lorraine Lafata

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The National Clearinghouse on Domestic Violence, supported by the Office on Domestic Violence, Administration for Children, Youth, and Families, Department of Health and Human Services, provides access to information on domestic violence. The Monograph Series is one information product of the Clearinghouse.

The views and opinions expressed in this monograph are entirely those of the author and are not necessarily those of DHHS, ODV, or Aspen Systems Corporation.

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ABOUT THE AUTHOR

Lorraine Lafata joined the Domestic Violence Project as a volunteer in January 1977 and assumed the position of volunteer coordinator the following September. In November of 1977 Lorraine became a VISTA volunteer with the DVP, working as staff developer at SAFE House, a newly opened shelter for battered women. She is presently completing a bachelor's degree at the University of Michigan, where she is seeking approval for a special major in volunteer coordination.

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INTRODUCTION

"American women give away 14.2 billion dollars worth of work every year to worthy causes"--499 billion more if one includes the free labor they provide to their families.[1] By 1980, women's volunteer work may be worth more than 18 billion dollars with current estimates of the size of the volunteer force at at least 43 million. If past trends prove accurate for the future, even the most conservative estimates project that women volunteers will be nearly 26 million strong.[2] The contribution made by volunteers becomes even more impressive when we consider the void that would be created in delivering essential human services should dedicated volunteers become unavailable.

Because the Domestic Violence Project, Inc., an agency commited to ending violence against women, has throughout its history relied heavily upon a volunteer auxiliary staff, we have prepared this manual in an effort to assist other social services agencies. The Effective Coordination and Utilization of Volunteers is the fifth in a series developed by the Project staff. Manual #1, by Kathleen Fojtik, is a general outline in How To Develop A Wife Assault Task Force and Project.

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[1] Margaret A. Sanborn and Caroline Bird, "The Big Giveaway," Ms Magazine, Feb., 1975, p. 87.

[2] Ibid.

Manual #2, by Mindy Resnik, Counselor Training Manual #1, focuses upon crisis intervention techniques useful to advocates helping victims of domestic assault. Manual #3, by Barbara Cooper, Counselor Training Manual #2, is a general training publication containing information on counseling techniques, court procedures, and guidelines for criminal prosecution. Manual #4, by Kathleen Fojtik, The Bucks Start Here provides information about funding sources and writing grants. This 5th manual is designed to assist in recruiting, screening, training, and supervising a volunteer staff. While the publication focuses upon victim assistance, it emphasizes practical information and training techniques which are applicable to any agency seeking volunteers. We compiled the information in this manual so that others interested in developing similar social service programs might avoid some of the mistakes we made and proceed to deliver effective client services while utilizing volunteers.

CHAPTER I: ADMINISTRATION

THE ROLE OF VOLUNTEER COORDINATOR

General Responsibilities

The challenge in administering a volunteer program is satisfying the needs of the volunteers while accomplishing the objectives of the agency. The most important person involved in achieving this balance is the volunteer coordinator, who has the responsibility of acting as an intermediary between the objectives of the project and the needs of the volunteers. In connection with fulfilling the role of intermediary, the volunteer coordinator's specific responsibilities include:

1. The recruitment, screening, and training of volunteers. By performing these functions, the volunteer coordinator provides the agency with effective workers who can help serve the client population.

2. Serving as a support person. The volunteer, as s/he enters a human service agency, is faced with new situations. Meeting and working with new people, processing new information, and assuming new roles can be an unsettling experience for the volunteer. If the volunteer coordinator is a sympathetic person who will listen to the fears of new volunteers and provide help and support, beginners will feel less intimidated by their new responsibilities. Even when the volunteer is no

longer a newcomer, s/he will probably have need of reinforcement and support from the volunteer coordinator.

3. Serving as the volunteer's supervisor at the agency. While the volunteers may work under other members of your agency staff, the volunteer coordinator remains the volunteer's direct supervisor. S/he is responsible for disseminating all important information, keeping the volunteers abreast of policy changes, and monitoring the volunteer's work performance. Any major problems other staff are having with a volunteer should be referred to the volunteer coordinator who should then confer with the individual volunteer about the difficulty.

The airing of grievances toward a volunteer should filter through the volunteer coordinator for several reasons. First, because of the volunteers' close relationship with the volunteer coordinator, the volunteer may be more likely to listen and accept criticism from her/him and feel less threatened. Second, if the volunteer's performance or behavior has really been inappropriate, the volunteer coordinator should be aware of this, so that s/he can have a look at the agency's screening procedures to see if they need tightening up, or if new areas for developing training strategies need to be considered. (For a sample job description for the volunteer coordinator, see Appendix A).

4. Evaluating program effectiveness. Good evaluation techniques can help social service agencies detect flaws in their systems. Only when flaws have been identified can an agency improve. Another reason program evaluation is so

important is because all government funding sources require agencies to be accountable. Volunteer programs that are applying for funding at a government level may be especially handicapped if they do not have good evaluation techniques built into their systems. We at the DVP are by no means experts in the area of evaluation, but we do have a few simple tips on evaluation processes that may serve as foundations for whatever evaluative techniques your agency decides to adopt.

There are two basic approaches to evaluation that the DVP uses to examine different aspects of our volunteer program. One technique calls for evaluation through what we term "participant feedback." Participant feedback means gathering information from the volunteers about their impressions of the volunteer program. An example of this would be asking volunteers to fill in a questionnaire rating the training they have been given. The other means of evaluation involves the collection and analysis of "factual" data. For example, one of the questions asked on our screening questionnaire is, "Where did you learn about the DVP?" By simply counting the responses and categorizing them, you readily see where the bulk of your volunteers originated.

Both of these approaches to evaluation provide valuable information to volunteer coordinators. Analysis of "factual" data will allow the volunteer coordinator to measure what is presently being provided by her/his program, and how effective the program is. The participant feedback method not only allows for the measurement of the present volunteer program and its effectiveness, but also may generate some new ideas on how to improve the program.

Clearly, the volunteer coordinator has a great deal of responsibility. One way to alleviate some of the pressure on the volunteer coordinator is to delegate some of the responsibility to an assistant. At the DVP, we have borrowed the concept of group leader from the University of Michigan, Project Outreach, and made it part of our volunteer program. The group leader is generally a volunteer who has served with the agency 4-6 months, has proven that s/he can handle the work, and is ready to assume additional responsibilities. The group leader position can actually fulfill two functions. Besides taking some of the workload off of the volunteer coordinator, it allows mobility for volunteers who deserve additional responsibility. (For an example of how to structure the position of group leader, see Appendix B.)

This has only been a general overview of the role of the volunteer coordinator. His/her major responsibilities are the recruitment, screening and training of volunteers, which will be discussed in detail in subsequent chapters. However, before you become swamped with the actual work related to supervising volunteers, we recommend focusing first upon some of the more routine, but essential, administrative tasks discussed below so you can administer your volunteer program effectively.

Specific Administrative Duties

Accurate Recordkeeping

There are two basic kinds of recordkeeping for which the volunteer coordinator is responsible:

1. The volunteer coordinator must keep notes on all of

the volunteers. At the DVP, we have developed a system of keeping records which we call the biography-card file. A biography card includes a summary of information learned during the screening interview and during later interactions with the volunteers.

Below is the specific information included on this file card:

BIOGRAPHY CARD FORMAT

NAME:	AGE:
ADDRESS:	LEVEL IN SCHOOL (IF STUDENT)
PHONE:	MAJOR (IF STUDENT)

POSITION AT PROJECT:

TYPE OF COMMITMENT: How much, for how long

CONTRACT AGREED UPON with that volunteer (responsible for what)

SKILLS and relevant background (Information which would be helpful to the Project to utilize that volunteer best, i.e., art: can make poster signs; typing: can help with office work; legal major: help in court-watching or taking women to appointments or explaining legal redtape, etc.)

These cards are utilized in a variety of ways:

a. They serve as a general index of who is presently on staff and who has worked at the project in the past. A staff person who is not at the project often enough to know everyone personally can go to that file and find out who is presently available and for what activities. They are also a useful source of back-up help if a volunteer quits, can't report to work due to illness, family emergency, etc., or if additional volunteers are needed for a special project activity.

b) The cards are also useful when documenting for funding purposes because they help to establish what types of skills are needed in staff. For example, you may want to apply for funding for a secretarial position. As documentation for your need, you could list the number of volunteers or volunteer hours reflected in providing this service for your agency during the past year.

2. The other type of recordkeeping performed by volunteers relates to clients and other activities of the project. Due to the transient nature of volunteers, all their recordkeeping should be closely monitored by the volunteer coordinator to see that it is up-to-date. This is to ensure that no vital client information is lost.

One of the problems that we had at the DVP was maintaining communications between volunteers who are scheduled at different times. To solve this problem for the volunteers (and for the rest of the staff), we developed 3 systems of recordkeeping:

a) The log book which provides information about what has occurred since the volunteer's last visit;

b) The Change of Shift Form (See Appendix C) which focuses on activities occurring within the last 24 hours;

c) The detailed Progress Notes which are kept on individual clients.

Designing and Using the Volunteer Schedule

It is helpful to get the volunteer schedule together during the beginning of the volunteers' commitment, so that volunteers have an established routine.

The first thing about scheduling one should remember is that not everyone is going to be satisfied with the schedule you give them. You can't please everyone, but do your best. At the DVP, we arrange schedules based on certain guidelines. For example, volunteers who work with clients must be scheduled twice a week, while volunteers who are working on projects such as fundraising only come in once a week. This does not mean that one group of volunteers gives more time, but merely that their time is distributed differently. After outlining our basic guidelines, we then ask volunteers to give three alternate blocks of time when they are available during the week. Then, our volunteer coordinator sits down with this information and devises a schedule, which is easy to read and posted where all staff and volunteers can see it. (See Appendix for D for sample schedule.)

The rest of the agency staff should be aware of the volunteer schedule so that they know how many people will be available on a particular day and for how long. For example, at SAFE House, the shelter administered by the DVP, the first person to come in on the day shift checks the list of clients' scheduled appointments for the day, and then checks the volunteer schedule to see who will be available to transport clients to these appointments. Staff people are used to transport only when volunteers are not available. For these reasons it is important that the staff be familiar with the volunteer schedule. It is equally important that the volunteer coordinator impress upon the volunteers how much the staff depends upon them to be available at their scheduled times. If something interferes with the volunteer's commitment, the volunteer should contact the volunteer coordinator as soon as possible, so that other arrangements can be made, preferably a day or two in advance.

At the DVP, the daytime schedule is more complicated than the nighttime schedule because of the multiplicity of tasks which must be completed during the day. Daytime volunteers are responsible for dealing not only with clients, appointments (DSS, housing) but for office tasks, agency liaisons, and community education. Therefore, it is a good idea to make your daytime schedules a week in advance in order to adequately schedule volunteers to cover particularly busy times. This also enables the volunteer to schedule his/her time more efficiently. Remember, the volunteer has responsibilities other than working with your agency and if extra time is going to be asked of them they should be told in advance.

Time Sheets

The volunteer coordinator should develop a system that allows her/him to keep track of the volunteers' working hours for several reasons. First, you will need written documentation for funding purposes. If your agency is writing a grant, you need a way of proving how much time and what type of skills volunteers have been contributing to your agency. Similarly, if your volunteers are receiving university credit, accurate documentation will avoid any potential problems should the question arise as to whether or not a volunteer met his/her obligation. In addition, precise recordkeeping will communicate to the volunteers that you take their time commitment seriously, and that they should too. Finally, accurate record-keeping allows the volunteer coordinator to know which volunteers are fulfilling their contracts with the agency. (We require that missed time be made up.)

One very simple way of keeping track of volunteer hours is to have a sign-in and sign-out sheet that volunteers use when they come in and when they leave. You may want to try this at your agency.

NAME	IN	OUT	DESTINATION	EXTRA HOURS

If your agency uses volunteers who do a portion of their work away from the office, a sign-in and sign-out sheet will not account for all of their hours. For example, a community educator may spend several hours a week speaking to various community groups, and may only stop off at the agency office once a week to pick up materials. How does one keep track of the hours of this type of volunteer? At the DVP, we give this kind of volunteer a log sheet on which the volunteer is required to record the number of hours worked, clients contacted, and the project-related activities in which the volunteer has participated. (See Appendix E for sample log sheet.) With the log sheet, the volunteer coordinator is able to monitor the amount of work the volunteer is producing.

These are a few of the procedures you should have developed before you begin recruitment. Although specific administrative tasks will vary with the individual agency, anticipating problem areas, developing appropriate reporting forms and scheduling strategies, as well as defining procedures for volunteer accountability must occur before you start. Otherwise, these clerical details will consume the time that should be spent working directly with the volunteer.

CHAPTER II: RECRUITMENT OF VOLUNTEERS

Introduction

A major activity of any social service agency is the locating of committed persons to serve as staff. Too often, insufficient resources exist to hire the people needed to deliver the services. Often, the need for additional services increases and a lack of adequate person power is evident. When sufficient funds do not exist to hire the personnel to complete the tasks of an agency, it is time to encourage friends and colleagues to donate time and expertise to a project. Often, the project could not suvive without the important ingredient of volunteer labor.

Volunteers can contribute a great deal to any agency; however, volunteers cannot function in an atmosphere of chaos and confusion. A solid organizational structure is needed so volunteers can complete the tasks assigned to them. With the sporadic influx of various people offering to work as volunteers, it is necessary to clarify the needs of the agency, the needs of the volunteers, and the needs of the clients. After the needs are determined, objectives can be formed, and priorities defined.

When recruiting volunteers, any organization needs the following:

1. An organized, on-going recruitment process,

2. One person to serve as the Volunteer Coordinator,

3. Targeted methods through which to recruit specialized volunteers with specific skills, i.e. therapists, lawyers, medical personnel, etc.

Strategy

Before you begin your recruitment, consider the following questions:

1. What kind of work will volunteers be doing?

2. How many clients need your agency's services?

3. How many volunteers would you need to meet this demand?

4. How many hours a week would the volunteers need to work?

5. What special skills does the agency require in addition to serving clients?

You may need to recruit very different types of people to do a variety of work. At the DVP, we have had volunteer positions that range from volunteer peer advocates (who work directly with clients) to legislative workers who analyze legislation and lobby for or against particular issues. (For more examples of volunteer responsibilities see Appendix F.)

Next, you must determine the needs of your client population. Perhaps child care is a priority for the clients your agency serves. If that is the case, you will want to attract volunteers interested in child care. If transportation is an important function of your agency, you will want to look for volunteers with cars. At the DVP, the clients' most frequently expressed needs are transportation and relocation housing.

When we plan a recruitment strategy, we keep in mind that we are looking for volunteers who can assist our clients in these areas.

Another consideration in selecting volunteers who will work with clients is whether the clients will be able to relate to them. Like the DVP, many social service agencies are located in university communities where there are many potential student volunteers. However, the majority of the clients we serve are from the general community. We do utilize the university and its resources, but we know that a student volunteer, unless exceptionally mature, might have difficulty gaining the trust of older women, women with children, or uneducated clients. Some members of the community view the student population as transient, with no real interest or involvement in the town. The gaps in educational, socioeconomic, and experiential backgrounds between the student population and the clients can be difficult to overcome. Our solution is to utilize an equal amount of community and student volunteers, so that we have a well-balanced volunteer force to serve the needs of our clients, and then to screen and train all volunteers carefully.

In summary, when you have answered all the questions in this first section, you will have the basic information needed to determine exactly what type of volunteer needs your agency has. Once you know who you want, you can devise a publicity campaign that will attract the particular volunteers you desire.

Where to Seek Volunteers

1. The University--undergraduates

The University community is an excellent source of enthusiastic and interested volunteers. Graduate students may receive credit for field placements in social work. Undergraduate students working in women's studies, law, psychology, sociology, social work and other fields may be required to do volunteer work in community agencies.

Begin by checking your local university or community college to see if it offers any courses in experiential education. The University of Michigan in Ann Arbor, where the DVP is located, offers an experiential undergraduate psychology course called Project Outreach. Through Project Outreach, university students are placed in various human service agencies and receive course credit. Many of the DVP's volunteers came to us through this specific program.

In order to be included in Project Outreach:

a) We first contacted the persons directing the program.

b) We then presented a written summary of our agency's activities along with our requirements. Each semester as our needs change, so does the type of persons we recruit for our program. (See Appendices G & H for examples of two different summaries we submitted to Project Outreach.)

Finally, at their mass meeting early in the semester, Project Outreach presented our Project description along with dozens of others from other agencies recruiting volunteers. The descriptions of all projects were handed out and the students applied to those of their choice. (Any written description should be appealing. You want good volunteers, and you're competing with many groups.)

If you want to recruit others at the undergraduate level:

a) Contact the university and find out which classes require or recommend volunteer work in addition to classroom participation. Contact departments where there is a good chance of finding interested professors and students. A good place to start is with the women's studies department, as well as departments with majors in criminal justice and/or law.

b) Contact the specific professors of these classes and make arrangements to be included on their list of volunteer options and offer to make a presentation to the class.

c) Be sure to send the professor a written description of the type of volunteer you need at the Project and the requirements necessary to utilize students at the Project.

d) As soon as you are contacted by the interested students, complete the recruitment process by screening applicants.

e) Reserve the right to refuse students if you have doubts about them after the screening interview and make this clear to the professor. This prevents misunderstandings, clarifies expectations, and reduces the chance of getting unqualified or disinterested students.

2. The University--graduate students

a) Contact the graduate schools involved (social work, law, psychology) and inform them of the valuable training experience you can offer the students. Our arrangements were formally negotiated between the Project and the U of M School of Social Work.

b) The school will inform you of any formal application procedures that might be necessary and of the requirements the Project must meet to have a student placed with them. Usually finding a qualified supervisor for the student is most important to the university, as well as most difficult for a struggling agency. To solve this, we recruited as volunteers several people who had Masters Degrees in Social Work, and they qualified as supervisors for specific types of field work. It is wise to consider this qualification as a requirement for paid staff if you would like to have graduate students placed with your agency.

The types of graduate students we have had at the Project receiving credit have been social work students in the areas of policy, administration, and interpersonal practice. Each semester we have between ten and fifteen students working at the Project and earning university credits in their field. They have been some of our best volunteers.

3. Minority volunteers

An ethnically well-balanced volunteer force is a goal of most human service agencies. Aside from the obvious fact that it is fair and equitable for your volunteer group to reflect the composition of the larger population, it is also helpful to have people from similar cultural backgrounds deal with clients from minority groups. In addition, affirmative action is an important criteria when applying for grants. If you can document your use of minority volunteers, you may have a better chance of getting money for your agency.

Because volunteerism is traditionally an upper and middle class endeavor, you may have to make special efforts to recruit minority volunteers. Try to utilize already established minority organizations. Contact the person in charge. Find out if the organization has a newsletter you can advertise in, or offer to make a personal presentation at the organization's next meeting.

Some organizations that might be able to provide you with a comprehensive list of minority organizations are:

a) A local branch of ACLU
b) A local branch of NAACP
c) Chamber of Commerce
d) A nearby University
e) Local DSS Volunteer Services

If none of these agencies has a complete list assembled, someone might be able to provide suggestions as to who you could contact to find out about minority organizations. Always try to get some further information from every person you contact.

If there are identifiable ethnic neighborhoods in your community, you might try contacting neighborhood churches or neighborhood centers to learn if they will let you use their church bulletin or community newsletter for recruitment purposes.

Another technique you may want to employ is having a minority person help you with recruiting. If you can find one minority contact person who is interested in your cause, s/he can be an advocate for your program within his/her own community. People are more likely to trust someone from their own ethnic group. Similarly, low income volunteers can probably build rapport with low-income clients easier than volunteers of a different socioeconomic status. If your agency serves low-income clients you may want to create a campaign that will attract low-income persons to your volunteer force.

Begin by publicizing your need for volunteers around public housing sites. Display posters and distribute brochures explaining the work your agency does and the role that volunteers play in it. Another good place to recruit low-income volunteers is your local Department of Social Services. Publicize your volunteer program in the waiting room at local offices. See if you can enlist the interest of the case workers at the agency, and the department of volunteer services, which provides special services to DSS clients. In Ann Arbor, the DSS volunteer bureau allowed us to use their volunteer newsletter and weekly column in the local newspaper to recruit volunteers.

In addition, after a meeting between the DVP's volunteer coordinator and DSS's volunteer coordinator, we learned our agency volunteers were eligible for mileage reimbursement when transporting our DSS clients to appointments with other human service agencies. This arrangement helped attract more low-income people to our volunteer program who otherwise would not have been able to afford the gas to transport clients. Another DSS program the Volunteer Coordinator might want to utilize is the Work Training Program. DSS places some of its clientele receiving General Assistance on site at various social service agencies to do "volunteer" work at these agencies in exchange for their General Assistance money. Find out if your local DSS has such a program.

4. The Professional Community

Specialized volunteers may serve on the Board of Directors, provide free legal counsel, provide therapy, or act as research assistants. Professors with access to University resources can be extremely valuable as can multi-media specialists and persons with fund-raising skills. Police officers and consultants can donate time for training sessions as can other professionals.

These volunteers are not usually required to go through the regular screening procedure. However, they are carefully evaluated by impressions and feedback from those who came in personal contact with them. Here are some recruiting techniques that can be used to involve the professional community:

a) A warm personal phone call to invite them to participate.

b) A handwritten note inviting them to a meeting of potential volunteers.

c) A personal contact, preferably by someone who is involved in the project and knows the potential resource person.

d) An invitation to visit the project's office or headquarters, to show the prospective volunteer the office, introduce him/her to the staff, and to discuss the issues.

You can also invite members of your audience to "sign-up" after every formal community presentation your group makes. Remember to develop attractive, well-written literature to reflect the project's work, if distributing brochures is part of your recruitment strategy.

5. General Community

Within most communities there are numerous social clubs, professional organizations, church groups, and women's organizations, from which volunteers may be recruited. Many of our volunteers came into our program through these sources.

Some ways to reach the general community are:

a) Through personal contacts.

b) Through newsletters or bulletins at churches, neighborhood centers.

c) Through postings around town, advertising a mass meeting for volunteers at a certain time and location. (At the meeting present your program and ask for volunteers.)

d) Through announcements at mass meetings of N.O.W., Church Women United, etc.

These approaches include discussions of the dimensions of the problem, the organization's purposes, and requests that interested volunteers contact you.

6. Clearing House for Volunteers

In some communities there are certain organizations that act as a clearing house. In Ann Arbor, the United Way has established the Volunteer Action Center, which has one staff person assigned to coordinate programs that use volunteers. This organization recruits persons for many volunteer programs.

It is the responsibility of the Volunteer Coordinator of the DVP to contact the Volunteer Action Center and supply a written summary of the program and its volunteer requirements. It is also important to keep in touch with the contact person at the clearing house who is responsible for discussing possible volunteer sites with the volunteers. An agency with a good professional image and a reputation for providing good experience for volunteers will get the best people.

Methods of Recruitment

When an agency has limited resources, the Volunteer Coordinator must carefully examine the benefits of using one recruitment style over another. If attracting a variety of people is your goal, you should use a medium that is flexible. For example:

1. Posters. Depending on where they are displayed, posters can reach a wide population, or can be used to zero in on a target population. Due to their visual impact they can be effective in reaching non-readers.

If you decide to use posters to help in your recruitment campaign, it is important that they be visually interesting and professional. If your agency does not have the resources to hire a graphic artist, check with local schools for art students looking for projects. (Don't forget to think in terms of artistic skills when you recruit volunteers for your agency.) There may also be an advertising agency in your community that would be willing to donate their expertise as a community service.

2. Radio is another versatile medium for recruiting volunteers. Like posters, you can use radio to reach a generalized audience or to communicate with a more specific segment of the population. When the Domestic Violence Project wants to recruit student volunteers, we send a public service announcement to university radio stations, as opposed to sending them to large local stations that do not have many student listeners. (See Appendix I for an example.) You can, of course, send a public service announcement to all radio stations in your community to reach a larger audience, or select a few radio stations that cater to a more restricted population.

In addition to sending your public service announcements to specific stations, you may want to single out specific programs at local radio stations. For instance, if your agency needs black volunteers, and there is a particular radio show that focuses on blacks, you may want to contact that program host and arrange to have your public service announcement read during that show. When writing your announcement make sure to include pertinent information such as number of hours volunteers will work, special requirements, training, and name of contact person.

3. The local newspaper is another good community resource. Many papers carry a Sunday column which tells of programs needing volunteers. Try contacting the person that writes the column and let him/her know of your needs. Remember, any

articles published about your agency lead to higher visibility and a potentially greater response from volunteers.

4. Television is a somewhat less versatile means of recruiting volunteers. Due to the expensive nature of television air time, most human service agencies would have to resort to using public access stations which have a very limited viewing audience. Therefore, unless you have an unlimited budget, television is not usually a viable alternative for recruitment.

If your agency has need of volunteers with specific skills, there are some special recruitment techniques you can try.

5. Newsletters or bulletins can get information to an identifiable group of people. In the majority of cases, people who receive newsletters and bulletins are interested in the issues and information the newsletter contains. If you are looking for volunteers with a strong feminist orientation, a N.O.W. newsletter would be an appropriate place to advertise. Perhaps your agency needs a graphic artist to design a poster; advertising in your local art school bulletin is a good way to find one.

6. Personal Presentations are the most limited recruiting device if you desire to reach a large, diversified group, because they reach only the immediate audience. However, the enthusiasm you can generate at personal presentations compensates for the small number of prospective volunteers you can influence. In addition to generating enough enthusiasm to induce people to volunteer, there are secondary benefits to doing presentations. You can publicize the services your

agency provides, and you have the chance to educate a group of people about related issues and problems.

Setting Up A Time Line

The recruitment period is one of the busiest and most confusing parts of a volunteer program. To be certain all the necessary work gets done, the Volunteer Coordinator will want to construct a time line similar to the example provided on the next page.

First, determine when you want your volunteers to begin work. Is there a time of year when your agency workload is particularly heavy, and you need a large volunteer force? Is training necessary before the volunteer begins to work at your agency? If your agency has these constraints, it may reduce the amount of time you have to spend on recruitment. Does utilization of other agencies' resources during the recruitment period put time constraints on your schedule? All of these factors should be considered before you create a time line.

Knowing how to plan ahead is essential if one wants to administer a successful volunteer program. Techniques such as the time line are important tools that help the volunteer coordinator to structure his/her time.

M	T	W	T	F	S	S
July 24 Identify volunteer positions avaliable	25 Determine prospective volunteer population you wish to recruit	26	27	28 Contact sources that will allow you to reach your volunteer population	29	30
31	August 1	2	3	4 Prepare written and oral material for recruitment	5	6
7 Disseminate materials to publicity sources	8	9	10 Check to make sure information has been received and is being used	11 Give person answering phone: 1. Description of vol. jobs 2. hour committment and special requirements 3. Training: when & where	12	13
14 SCHEDULING	15	16 INTERVIEWS	17	18 AND	19	20
21	22 GIVING	23	24	25 INTERVIEWS	26	27
28	29	30	31	Sept.1	2	3
4	5	6	7	8	9	10
11	12 FINAL SELECTION	13	14	15	16	17

CHAPTER III: SCREENING

Why Say "No" To An Interested Volunteer?

It's okay to refuse someone the opportunity to work at an agency. Often the myth prevails that if someone volunteers time, you can't turn him or her down. If you have serious doubts about a volunteer's ability to handle the job it is your responsibility to refuse his/her services. One incompetent volunteer can do a great deal of damage. Always remember the agency's primary responsibility and goal is to offer responsive and competent services to clients. In addition to the disservice your agency would be doing to its clients by using inappropriate volunteers, remember, a bad experience would hurt the volunteer too.

To help make these determinations you must devise screening procedures that will help you distinguish the inappropriate volunteers from the appropriate ones. Since the interview is the most commonly used screening technique, most of this chapter will be devoted to discussing it in its various forms.

Preparation for the Interview

Before the interview begins it is a good idea to let the interviewee know: 1) how many positions are open, 2) how the selection process will be conducted, 3) how long the interview will last, and 4) when and how they will be notified about final selections. In this way, you can eliminate some of the anxiety or misconceptions the applicant may have about the interview. You may also want to ask if there are any concerns or questions he/she would like answered before the interview begins.

When scheduling a screening interview, be certain to give yourself enough time to conduct the interview properly. Know approximately how long your interview will last. A fifteen minute break in between interviews is essential to getting a well-rounded impression of the applicant. When you know you have that fifteen minute leeway, you won't have to rush through the interview and possibly overlook important areas of concern. A break will also insure that impressions do not "carry over" from one applicant to another, and will give the interviewer a breather. Finally, with the fifteen minute gap, you eliminate the possibility of keeping the next applicant waiting if your interview should run over.

Content of Interview

Basic Information

When designing your interview keep in mind its functions. First, the interview should provide the volunteer with information about your organization, its philosophy, and its future goals. It is a time to share with the volunteer not only the exciting and positive aspects of your program, but also the frustrations, failures, and the emotional strains which are inherent in social service work. To make sure your volunteer has enough information, allow time during the interview to acquaint the prospective volunteer with the activities and goals of your project. Prepare a written summary of project information that can be given to the prospective volunteer. (See Appendix J for sample.) The Volunteer Coordinator can then answer questions and supplement the written information with personal observations and experiences.

Be honest with the prospective volunteer about the less attractive aspects of your program. If there are clerical tasks included in your agency's volunteer program, tell the prospective volunteer about them. It is better to lose a volunteer during the selection process, while there is still time to recruit others, than to use your agency's resources to train a volunteer who might not stay with your program.

Assessment

The second function of an interview is to help the Volunteer Coordinator assess whether the prospective volunteer has the personal qualities needed to work at your agency. For the Volunteer Coordinator to be able to evaluate prospective volunteers, s/he must have adequate information on which to base a decision. There are, of course, general questions that are asked of any interviewee such as age, educational background, previous volunteer experience, past and present work experience, etc. Remember that your agency will be best served by volunteers who have an understanding and sensitivity to relevant problems and issues. For example, if your agency deals with alcoholism, you won't want a volunteer who perceives all alcoholics as degenerates. It should be a goal of the interview to reveal any such prejudices.

The volunteer coordinator should also question the prospective volunteer about his/her sensitivity towards the clients' problems. During the DVP interview we ask the prospective volunteer, "Why do you think a battered woman stays with a battering husband?" The volunteer's answer can tell a great deal about his/her awareness of the dynamics of family violence. If the volunteer cites such factors as financial dependency, socialization of women in our society, or fear of uprooting the children as possible reasons, we think that volunteer probably has some understanding of the battered woman's problems. Answers to this type of question are weighed heavily when final selection occurs.

As mentioned earlier, the DVP utilizes volunteers in a variety of ways; fundraiser, legislative worker, office worker, graphic artist, research and media, children services worker, client advocate. (See Appendix F for a sample of a job description.) In each of these roles, different personal qualities are required. Questions should be asked during the interview that specifically pertain to the positions for which volunteers are needed. What qualities and skills will your volunteers need to function successfully? Since sensitivity, empathy, and flexibility are essential to this work, make sure you have questions that will give you some sense of the prospective volunteer's potential to develop these qualities. A good way of doing this is to construct a hypothetical situation for the volunteer to consider. As part of the DVP's screening procedure (which is shown later in its entirety) we pose this question:

> "A woman calls the project. She says she has been beaten by her husband. He has left the house, but she knows he is going to return soon. She fears he may kill her or her two children. How would you respond?"

The volunteer's answer allows the interviewer to gauge his/her ability to deal with such a situation and his/her ability to think under pressure.

Structuring Questions

Thus far, we have discussed the content of the interview, and although knowing what to ask is important, knowing how to ask it is just as crucial. The DVP uses a question and answer format for its interview. If your agency chooses that format, be aware of what types of questions will best serve your needs when using that style of interview.

The two most common types of questions used are closed-ended and open-ended. A closed-ended question must receive a yes or no answer. If we changed "Why does a battered woman stay with a battering husband?" to "Do you think the reason a battered woman stays with a battering man is due to the socialization women receive in our society?" you would have changed it from an open-ended question to a closed-ended question. Using this kind of question can be limiting, because information is not generated by the interviewee. One does not get the interviewee's own perception of the subject at hand.

Similarly, being able to cope with pressure is essential at our agency, particularly in volunteers who deal with clients. In answering crisis calls, a volunteer must be able to pull together a lot of information and think quickly. Asking closed-ended questions during the interview does not enable the volunteer coordinator to find out how potential volunteers express themselves under pressure, because they don't have to formulate anything original or spontaneous. Another problem with the closed-ended question is the lack of control the interviewee feels s/he has over the situation. Of course there are some circumstances where a closed-ended question is perfectly appropriate. "Do you have a car?" is a closed-ended question that can't be phrased any other way.

Open-ended questions also allow the person being questioned to explain his/her own feelings about the focus of the agency. From this, the interviewer can learn how the potential volunteer reacts in a stressful situation and what skills s/he can bring to the program. Does the volunteer project a confident self image? Is s/he able to relate well to people? Is s/he warm, sensitive and caring or does the volunteer appear preoccupied with the impression s/he is making?

The nature of open-ended questions better allows the interviewer to gather this type of information. They also help prospective volunteers feel that they are actively contributing to the interview.

Before we turn to the sample interviewing format we use, let's take a moment to summarize some of the key points we've made thus far. Remember:

1. Inform volunteers about the procedure before the interview begins--address any questions or concerns they have before beginning.
2. Schedule sufficient time to interview properly and make allowances for an interview which may run over.

3. Discuss both positive and negative aspects of the program.
4. Prepare a written summary of the agency's philosophy and goals.
5. Screen for volunteers who have some awareness of the problems your clients face, who are relatively free of prejudice, and who can think under pressure.
6. Structure open-ended questions which will reveal the volunteer's strengths and weaknesses.
7. Organize your interviewing format carefully to get the information you want and have your point system established.

Now let's turn to the interviewing format used by the DVP to illustrate some of the points discussed thus far. Below is a sample of the questions we ask all potential volunteers:

1. Name
2. Address
3. Telephone number
4. Previous work experience
5. Previous volunteer work
6. Previous training in connection with volunteer work
7. Why do you want to volunteer for DVP?
8. Evaluate your own strengths and weaknesses as a helping person.
9. Can you make a commitment of 6 hours a week?
10. Can you make a commitment of 6 months?
11. What hours during the week do you have free?
12. Do you have your own transportation?

13. A) (For Volunteer Peer Advocates)

Why do you think a battered woman stays with a battering husband?

B) (For Child Services Workers)

What feelings do you think the children experience when coming to our shelter?

C) (For Victim Assistants)

How do you think a victim of a crime feels right after it happens?

14. A) (For Volunteer Peer Advocates and Child Services Workers)

What do you envision as the function of our shelter?

B) (For Victim Assistants)

What do you envision as the function of the Victim Assistance Program?

15. (Written question, 5-7 minutes allowed.)

A woman calls the project. She has been beaten by her husband. He has left the house, but she knows he is going to return soon. She fears he may kill her or her two children. How would you respond?

In summary, then, when you determine the content of an interview you are in effect defining the qualities you want in a volunteer. Through the use of techniques such as those illustrated above, you are able to gather information about those qualities.

Points Section

A points system consists of assigning a number value to each of the qualities you desire in a volunteer. If you have structured your interview properly, determining your number value should not be difficult. As stated before, the points system should be finalized before interviewing begins, as it will provide you with an equitable process for determining who are the best qualified applicants of the group.

Below is an example of the point system used by the DVP:

1. Experience 0________10
2. Personal Dynamics 0________10
3. Grasp of ideas 0________10
4. Time Commitment 0________10
5. Transportation 0________10
6. Needs Assessment 0________15

Determining points for experience is usually based on the potential volunteer's answers to questions 4,5, and 6 of the initial interview (see page 34). The DVP looks for client advocates who have had experience in crisis intervention, women's issues, advocacy, child care or community organizing. If you need a volunteer bookkeeper, then you look for a bookkeeper. The number of points awarded for personal dynamics is decided on the basis of answers given to questions 7 & 8.

In question 7, we are looking for people who are interested in helping others, but not in taking over others' lives and attempting to solve all of their problems. We do not encourage self pity in our clients. Answers such as "I want to help those poor women" are inappropriate.

In question 8, we are looking for persons who assess themselves as able to work with or without supervision, i.e., people who are assertive, empathic, and willing to follow through on what they start.

Grasp of ideas is judged by the responses to questions 13 A,B, & C and 14 A & B:

In question 13 A - we are looking for people who understand the dynamics of domestic violence. Appropriate responses might be: lack of funds, fear of retaliation, feeling that children need a father, no place to go, some affection for their husbands in their good moments and the belief that their husbands will change.

In Question 13 B - we are looking for people who understand how frightening it is for children to be uprooted from their homes. Appropriate responses reflect awareness that the child feels frightened, resentful, angry and confused.

In Question 13 C - we would look for awareness that victims usually feel powerless and violated immediately after a crime has been commited against them.

In Question 14 A - we want responses that reflect a realistic expectation of what our shelter does for its clients. We help women to help themselves. We clarify alternatives and expect them to make their own choices. We provide transportation for appointments, assist with resources and legal advocacy, but we do not provide child care for mothers. While we would not expect potential volunteers to have a great deal of specific information on the services of the shelter, a general awareness of the scope of our activities is important.

In Question 14 B - we look for awareness of what the Victim Assistance Program provides, which is information about the court system and law enforcement agencies. We will supply an advocate for the client, if necessary. We also refer victims to other social service agencies as the need arises.

Points awarded for time commitment are not given on the basis of whether volunteers can commit themselves to six hours a week. This is required. Instead, we award the highest number of points to those persons who have volunteer time available during times the agency needs help. Similarly, the highest number of points are given to people with access to private transportation, with the lowest number going to those who must rely upon public transportation.

We consider question 15, the needs assessment, one of the most important questions in the interview; hence, it has a very large point value. We use the needs assessment to determine how well our applicant "thinks on his/her feet." Volunteers who focus on the immediacy of the crisis situation and whose first priority is removing the family from danger (at least temporarily) score highest because it reveals sensitivity to the needs of persons in crisis.

Types of Interviews

At the DVP, there are three standard methods of conducting an interview. All three formats have their advantages. A one-to-one interview consists of the interviewer and the prospective volunteer. During this interview, questions are based on the information on the questionnaire. The volunteer's answers are examined and probed. At the same time, any questions the interviewee has are answered. One of the advantages of this method is that outside stimuli are removed and the two participants can really focus on what each is saying. In addition, if your agency is short-staffed, this will reduce the amount of person power consumed by the interviews.

Another method frequently used by the DVP is the team interview approach, where two or more interviewers question one interviewee. One staff person may ask a question and a second may ask the volunteer to elaborate on his/her response while a third person is taking notes. Advantages of this procedure are 1) one person is free to establish direct contact with the potential volunteer; 2) one person can focus on note-taking; 3) the interviewers can check their impressions and reactions with each other, lessening the chance that an interviewee will be rejected unfairly. (If two people are receiving the same signals from an applicant it increases the chance that there is some validity to them.)

The third method, the group interview, does not utilize the same questionnaire as the one-to-one or team interviews. (See Appendix K for sample questionnaire.) While the DVP has never used this particular method, others recommend it. The more volunteers one recruits, the greater the tendency to use the group interview. The coordinator should choose in terms of his/her time constraints and the type of information needed from the volunteer.

This interviewing method has two advantages over the others. First, it takes less time and second, it enables the staff to observe the volunteers performing an actual interview with another person, since they interview each other while the staff person (facilitator) observes. Since this is a rather complicated structure to summarize, we encourage the reader to study the example provided in Appendix K.

Selection

To review your agency's volunteer applications, you may want to organize a screening committee. It should be composed of all the people who helped with the actual interviewing. The benefit in using a committee as opposed to having an individual do the screening is the increased input that results from several points of view. It also helps to eliminate any personal prejudices from coloring the selection process. In addition, it can be honestly stated to those volunteers who are not selected that no one person was responsible for eliminating them.

Some Final Tips

Silence is Golden

One of the most difficult aspects of interviewing is learning to resist the urge to do a great deal of talking. The persons you will be interviewing will probably be nervous and uncomfortable. Your natural reaction may be to talk in an effort to put them at ease. Resist this impulse. If the interviewer is doing most of the talking, the interviewees are not going to generate enough information upon which to base a reasonable decision about their suitability to the agency. In addition, the potential volunteer may need a few moments of silence to think through what he or she would like to say. You may do a real disservice to the applicant if you try to fill in these "lulls" in the interview.

Taking Notes

In an earlier section entitled "Conducting an Interview", some approaches to note-taking were discussed. As pointed out, the team interviewing approach minimizes the difficulty of note-taking, but if you do not have the option of using team interviewing, here are some additional tips on how to make note-taking more comfortable:

1. Ask the person if s/he minds your taking notes. Explain the reasons for it. People (including interviewers) sometimes feel more comfortable acknowedging that a situation is uncomfortable.

2. After doing a few interviews, you may find people give many similar answers. You could make up a key, using a few code words that will represent the stock answer. This will facilitate your note-taking.

3. Perhaps you might wish to tape the interview. Taping it will get all the information you need, and will free up your attention for the volunteer. Be sure to ask the volunteer's permission before you tape an interview.

4. Also, make sure that you save all the notes you make on each volunteer, to help you in the selection process. In addition, you may want to use the notes when explaining to a volunteer why s/he was not selected.

Rejecting the Applicant

When the Coordinator does feel it is necessary to reject a volunteer, it is important that this be done through a personal meeting or phone call. It is helpful to the volunteer for the coordinator to share why s/he was not accepted. This feedback can be extremely valuable for the rejected person. At this time, one can inform the volunteer of other volunteer programs in the community in which she/he might be interested.

The time spent interviewing and screening applicants is a good investment in the agency's future and the accomplishment of its goals. Good volunteers can make a program work. Poor volunteers create problems instead of solving them and drain staff energy instead of supplementing it. Before you make a heavy investment in training your volunteer staff, be as sure as possible that each has the basic maturity, intelligence and commitment necessary to make a meaningful contribution to your agency.

CHAPTER IV: ORIENTATION AND TRAINING

Part One: Orientation (Pre-Training)

Functions of Orientation

Once the potential volunteers have been screened and accepted they must attend an orientation session which in most cases serves three major functions:

1. Providing Additional Agency Information

The volunteers receive further information to re-evaluate their decision to work at the Project before actual training commences. Since training is time-consuming and represents a big investment by the staff, we only want to train persons who are going to continue working at the Project.

2. Establishing Group Cohesion

If you want your volunteer group to view themselves as a team with common goals, your orientation session must lay the foundation by fostering open communication and problem-solving. This will help create a group support system that will encourage the volunteers to turn to one another when they have problems. Establishing a group support system helps the volunteers carry out their assigned duties efficiently and assists the volunteer coordinator in the smooth administration of a volunteer staff.

3. Acquainting Volunteers With Physical Plant

The volunteers should receive an introduction to staff, office procedures and materials (like the referral book and reporting forms) and become familiar with the facility.

Where to Conduct the Orientation Session

Before you determine where you want to hold your orientation session, decide what you want to accomplish. As stated earlier, if your agency does exhausting crisis intervention and your volunteers provide back-up for one another, your goal is to build a strong group identity among your volunteers. Consider holding your orientation meeting at someone's home. When conducted in such an informal setting, the whole orientation procedure becomes less intimidating. Even the prospect of meeting a whole new group of people sees less formidable. Barriers break down due to the relaxed atmosphere, and it is easier for volunteers to develop group unity.

On the other hand, if your agency's volunteers interact with staff a great deal and need to be very familiar with the materials, resources, and office layout, it is important for your orientation to be held at the agency, where you can acquaint the volunteers with the staff members and the office itself. If you still want to build a team spirit but find it impossible to use someone's home for orientation, there are ways of duplicating some of the informality of a home:

1. Have comfortable seating available. (If there are no comfortable chairs to be found, seat people on cushions on the floor.)

2. Provide coffee, tea and perhaps light snacks (cookies, brownies or the like

3. Urge people to make themselves comfortable. (Have them take off their jackets, roll up their sleeves, or even take off their shoes.)

4. Make sure that the lighting is adequate, but not overly bright.

5. Relax.

Structuring Your Orientation Format-- Sample Orientation Session

Introduction of Trainer

The trainer plays an extremely important role in this initial session. Participants in the orientation look to the leader for guidance. The trainer should remember when introducing him/or herself that the volunteers will take the trainer's introduction as a model for their own introductions. If the goal of the orientation is to break down barriers, having volunteers share personal reasons for volunteering is appropriate. When the orientation leaders introduce themselves they should give the same kind of information about themselves that they want the volunteers to provide.

Participants' Introduction, or Getting Past Inhibitions

There are several different ways for volunteer participants to introduce themselves. Two or three minutes could be alloted for volunteers to tell a little about themselves. Or, at the beginning of the session, you could ask people to chat with the person sitting next to them for about five minutes, and then introduce themselves as that other person. This exercise can fill in the lull in conversation that usually occurs before the regular orientation program starts. However, some people feel embarrassed and harrassed when they have to introduce themselves as another person. To remedy this situation, have the volunteers follow the instructions until they come to the actual introduction, then allow them to introduce themselves instead. By eliminating the introduction of the other person, you are excluding the part that generally makes people uncomfortable. However, by not following through on your original instructions you run the risk of having the participants feel tricked. Select the alternative you like best and that fits your group.

Dealing With Expectations

Since your volunteers are stepping into a new situation by agreeing to work for your agency, they are bound to have apprehensions and fears. The way to alleviate these fears is to have people face them squarely. Ask everyone to imagine the worst thing that could possibly happen to them while working at the project. Break down in smaller groups of about three and have the volunteers discuss these fears while the orientation leaders move from group to group and listen to the discussion. The orientation leader, who has had experience working in the agency, can do a great deal to alleviate some of the fears just by explaining how the situation might be handled if it ever occurred.

After the small group discussion, have the group pick one fear that seems particularly relevant to the whole group. Create a roleplay around the fear. DVP volunteers frequently come to our organization with the expectation that they will have to confront clients' husbands. We have the group act out this situation, with one person playing the part of the volunteer advocate, another person playing the part of the husband, and a third person observing the roleplay and later commenting on the interaction. Very basic scripts are provided to give some initial background and the players improvise the rest. (For additional examples of roleplays, see Appendix L.) The group should feel more relaxed about handling an emergency kind of situation after having practiced it. (For additional Team Building Exercises see Appendix M.)

Project History

Early in your orientation meeting, explain the history of your agency. It is important for the volunteers to know about the origins of your program if they are to understand your project goals. A detailed explanation of the project's past also may help the volunteer understand your agency's organizational structure and why certain procedures exist in your agency.

Include such information as:

1. Who started your agency,
2. When it was founded.
3. What changes occurred which lead to its present structure.
4. What the agency's goals were when it began.
5. Whether those goals are still the same.

Project Organization

Using an organizational chart (see Appendix Q) to explain the roles of each of the staff members and just how the volunteers fit into the larger structure will help the volunteers put the agency into perspective. (This is also a good time to

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[1] This exercise was adapted from Project Outreach, Training for Volunteer Coordinators.

introduce other staff members.) Pass out volunteer job descriptions and have volunteers read them. Clarify all the volunteers' responsibilities, so there is no confusion as to what their roles are.

Agency Rules

The volunteers must be informed of all the agency rules or policies they will be expected to follow. For example, the volunteer workers at SAFE House, the shelter operated by the DVP, know that one primary rule is never to disclose that a particular woman is residing at the shelter. If your agency has rules like this one, inform the volunteers of them, and stress their importance. Do not assume that volunteers will remember this information after having heard it once. Because there is so much information to process when coming into a new situation, it is wise to get agency rules to the volunteers in writing.

Volunteer Schedule

Establish the volunteer schedule at this first meeting. Make sure it is clear to all involved volunteers 1) when they are expected to start working and 2) when they will be terminating. Make sure you know when the volunteers plan to leave town on vacations or have some prearranged plans which will interrupt their service so that you can make adjustments to cover that time.

You may also want to start arranging the volunteers' daily schedule at the orientation meeting. At least, start gathering the information to make the schedule at this meeting. In addition, ask each of the volunteers to give you alternate blocks of time they have free. Announce any future volunteer meetings, and explain their purpose.

Timing Your Meeting

Remember volunteers get tired. After three or four hours of a meeting, they will stop absorbing information. Make sure your orientation does not exceed the limit. (There is no point in giving people information they are going to forget.) To make sure your orientation meeting does not run into overtime, set up a time line. Assign each portion of the meeting a certain amount of time and make an all-out effort to stick to that schedule.

Part Two: Training

"With the positive contribution the nonprofessional is able to make, it does him/her and the persons s/he seeks to serve an injustice to request that s/he take on the role without adequate preparation."[1] Thus training is essential not only to ensure competent delivery of services, but to prevent feelings of disillusionment, confusion, and inadequacy on the part of the volunteer.

The first step in designing training materials is to identify the problems volunteers will face. Once the problems have been identified, the next step is for the trainer to determine what the volunteers need to know in order to cope with the problems.

At the DVP, for example, volunteers assist battered women who have left their violent situation and are trying to establish new lives for themselves and their children. Women in this situation are usually faced with two kinds of problems. First, there are the practical difficulties in establishing themselves independently in a new living situation, such as getting on ADC or Emergency Assistance, locating an apartment, and applying to DSS for a security deposit.

To assist women with this type of problem, the volunteer needs certain kinds of information. S/he should have some basic knowledge of the housing market, such as which landlords are known to rent to families on ADC, what apartment complexes have relatively low rent, etc. The volunteer will also need to know such things as procedures for applying for ADC or Emergency Assistance, how to apply for security deposits from DSS, and how to explain these procedures to the client. In addition, if the client has special needs, the volunteer must be aware of available resources in the community, such as resources for the handicapped, low income medical aid, planned parenthood, etc.

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[1] Phillips, Ronald. Helping Person: A Training for Professionals and Volunteers Involved in People-Helping Relationships, Human Resource Development Associates, 1975.

The second kind of problem that the battered woman faces is emotional. Women who have been beaten by their husbands and have consequently left them frequently experience various degrees of guilt, anger and fear. These feelings are natural, but initially they may be so overwhelming as to prevent the woman from functioning effectively. In this case, the volunteer will need to know enough support counseling techniques to help the client overcome her fears and start dealing with the realities of her life.

We have now identified two kinds of training needs; support counseling techniques and concrete information about DSS procedures. Next we need to determine what training methods should be employed to meet these needs.

There are at least two kinds of learning involved in developing a skill. One is purely cognitive, that is, acquiring concrete information through an essentially intellectual process. Such learning usually involves the acquiring and memorizing of facts which can be presented in a brief lecture or written handout. The second kind of learning is experiential, that is learning by doing. Experiential learning is facilitated by practice and repetition.

Although both kinds of learning are present in the development of any skill, usually one type of learning predominates. The kind of learning involved will determine your training methods. For example, learning about DSS procedures is essentially a cognitive process, requiring the acquisition and memorization of facts. Once the basic information has been acquired, facility in using it comes through repetition and practice. However, the essential skills cannot be acquired without cognitively absorbing certain basic information.

When presenting this type of material for training at the DVP, we try to include a short lecturette on the subject and a clearly written outline for volunteers to follow during the lecture and take with them when they leave. This way the volunteers have the chance to process the information both aurally and visually. Another advantage of this procedure is that the volunteer does not have to take extensive notes, which can be distracting. Instead, s/he can listen, reflect, and raise questions.

Support counseling skills are best developed through experiential learning. Some suggestions for working with battered women can be given verbally (see Appendix N for an example), but to have a maximum effect on the volunteer's thinking the theoretical information should then be applied in some manner before the volunteer begins actual work with the client. In order to provide effective support counseling, the volunteer must learn to listen actively, sort through verbal camouflage and assist the client in clarifying her feelings. Below is an example to help develop active listening skills.

Listening Exercise

Have your trainees divide into pairs. Tell each person to write down a statement about something s/he strongly believes. For example, "every woman in this society experiences sexual discrimination." When everyone has written down her/his statement one person in the pair reads the statement to his/her partner. The partner then repeats to the reader the meaning of the statement in his/her own words. When they do this they are paraphrasing (giving back the meaning of the statement as they understood it). The reader listens carefully to the paraphrase, without comment. When the listener has completed his/her paraphrase, the reader can only reply as to its accuracy in one of three ways: 1) Yes 2) No 3) Partly. If, indeed, the listener has understood and given back the complete meaning of the reader's statement to the reader's satisfaction, the pair reverses roles and the listener becomes the reader and shares his/her statement with the partner. They continue the same process until the meaning of the statement is conveyed and paraphrased accurately and completely.

If, on the other hand, the listener does not paraphrase (give back the meaning to the reader's satisfaction) the reader answers "no" and the listener tries again. The listener may ask the reader to re-read the statement as often as s/he wishes...each time trying to understand more completely and grasp any meaning that s/he is not perceiving.

If the listener is paraphrasing a portion of the meaning, but not the entire message which the reader wishes to convey, the reader replies, "partly," whereupon the listener may try again, or ask to have the statement repeated.

(EXAMPLE)	Reader:	"Every woman in this society experiences sexual discrimination."
	Listener:	"You're saying women are not given equal opportunities in the job market."
	Reader:	"Partly."
	Listener:	"You're saying that women suffer educational discrimination."
	Reader:	"Partly." etc.

Comments on This Design

This activity adds enlightment, insight, and a degree of liveliness to nearly any group. We have had very positive experiences with it. Most persons are amazed at the difficulty others have in grasping what they think is a simple statement... though often a profound one. This is because most of us think that if we believe something very strongly others will automatically understand what we mean. (Do you ever remember saying to someone, "You KNEW I didn't want you to do that!" Of course, the truth was, they didn't know it at all, but because you felt strongly about it you took for granted that the other person knew exactly how you felt and what you were thinking.)[1]

Training Sequence

The first part of the training sequence is usually the orientation session, but because the orientation requires a specialized kind of training that is necessary for building a cohesive volunteer spirit, we chose to treat it in a separate section of this chapter.

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[1] Quest for Quality Education, L. Linnit, W.E. Edmunson, K. Cowing, R. Lippitt, Human Resources Development Associates, Ann Arbor, Michigan, 1976, p. 56-8.

Subsequent training can be structured in one of two ways. Some trainers prefer to have an orientation session, and then one large training seminar that will encompass all the major material a volunteer will need to know. A training session such as this could comprise one whole day or could be broken into two half-day sessions given back-to-back. Doing it all at once has several advantages:

1. It is easier to get all the volunteers together on one day.

2. In addition, when using student volunteers you run the risk of cutting too deeply into their semester commitment if you extend the training over several weeks. By conducting the training all at once you avoid this problem.

3. Volunteers usually experience a sense of closure at the end of training, a feeling that apprenticeship is over, and the job is beginning. This fosters an enthusiasm which carries over on the job.

The second type of training sequence includes orientation, and two or three additional training sessions spread out over a couple of weeks. The benefits of giving a few shorter training sessions as opposed to one concentrated training session are as follows:

1. With one concentrated session, volunteers have to absorb a lot of information in a short amount of time and the

trainer runs the risk of overloading the volunteers. When the sessions are spread over time, the volunteers have a chance to assimilate some of the information before focusing on new material.

2. In addition, the time between training can be used as an apprenticeship period, where the volunteer becomes accustomed to the agency and the trainer gets a chance to observe the volunteers' work. The trainer can then structure the subsequent training sessions around weak areas.

Below are sample agendas used by the DVP for both a concentrated two-day training sequence and an extended training sequence, showing how the same materials are scheduled within the different time allotments:

I. A Sample Agenda: Back-to-Back Training

Friday Session

½ hour	-Coffee and Quiz (See Appendix O & P for Quiz)
	-Name tags
½ hour	-Introductions
	-Share with total group "What has been your past experience with this issue."
½ hour	-"Emotional Framework of Battered Woman" - lecturette
	-Statistical Summary of previous victims. (The DVP had a year-end report summarizing the characteristics of the victims we worked with.)
½ hour	-Office Procedures (See Appendix Q for a sample policy memorandum to volunteers.)
1 hour	-Legal System: lecturette (See Appendix R & S)
	-Basic Framework

½ hour -DSS Procedures (See Appendix T)

½ hour -Crisis Phone Work (See Appendix U)

Saturday Session

10 min. -Self Start. As people come in have them fill out a name tag with the following information:

- -The name I'd like to be called.
- -Four words I'd like to hear someone use in describing me.
- -The name of a person who has influenced my life significantly.
- -Why I'm here today.

½ hour -Pair or trio with persons near you. Try to pick someone you have not met before.

-Interview each other based upon the information on your cards.

20 min. -Be ready to share with the total group. Introduce the person you were with and tell what you have learned about him/her.

-After everyone has been introduced, list all the qualities of the significant persons on a piece of newsprint. Ask and discuss "What did these significant persons do for you and how did they influence you?" (Rationale for this step: Our attitudes toward a significant other reflect how we perceive a supportive relationship. Qualities that we have experienced as helpful to us will probably be helpful to others, and are usually the traits that we want to internalize.)

5 min. -Discuss concept of helping person. What does it mean to be one? How do you view yourself in terms of giving and receiving help?

½ hour -Concerns/anxieties and hopes/expectations- Large group discussion.

-Pass out 3x5 cards. Instructions to group:

Do not write name on cards. On one side of card list "Concerns and anxieties I have about being a counselor." On the other side list "Hopes and expectations I have about being a counselor."

-Throw these cards in the middle or collect them. Pass out the cards anonymously.

-Share: Have volunteers read what was written on the card s/he was given. Try to get into the feeling level of the person who wrote this card as you read it. (Rationale of this exercise - As you're working with others you'll be listening and watching for their expectations and anxieties. It's important to be in touch with your own.)

½ hour -Brainstorm on a piece of newsprint as a total group:

Hopes and expectations you have for clients.
Concerns and anxieties you have for clients.

-Rules for Brainstorming:

1. No discussion.
2. No evaluation or censoring of ideas.
3. Repetition is okay.
4. Piggy-backing on each other's ideas is

good.

5. Silence is okay. (Some of your most productive insights will be generated after a short period of silence.)

-Discussion

45 min. -Active Listening Exercise (See page 53.)

¼ hour -Share learning with total group. Difficulties, successes.

1 hour -Roleplays. (See Appendix W.) (Intervention and discussion by the leader or observer are very helpful at difficult points or where a break-down in the roleplay occurs.)

II. Sample Agenda for Extended Training

First Session

¼ hour I. Battered Women, Quiz - large group discussion (See Appendix O & P.)
  - A. Ask questions.
  - B. Discuss answers.

½ hour II. Brainstorming - Large group
  - A. Think of significant other person
  - B. Brainstorm qualities that made them significant.
  - C. Discuss whether these are the qualities of a helping person.
  - D. Are these the qualities we want to internalize.

½ hour III. Your role as an advocate - Lecturette and Buzz Group (See Appendix V.)

½ hour IV. Criminal and Civil Justice System - Lecturette and Buzz Groups. (See Appendices R & S.)
    A. Go over each outline.
    B. Answer questions.
    C. Break into small groups.
    D. Draw a flow chart of criminal justice system.
¼ hour V. Break
½ hour VI. Active Listening Exercise - Small groups of three. (See page 53.)
½ hour VII. DSS Procedures - Lecturette (See Appendix T.)
¼ hour VIII. Crisis Phone Work - Lecturette (See Appendix U.)
    A. Go over outline.
    B. Answer questions.

Second Session (To be given a week to 10 days after the first step.)

1 hour I. Working with client files
    A. Intake Practice - Roleplays (See Appendices W & X.)
        1. Divide into pairs.
        2. One person takes role of intake worker.
        3. One person takes role of client.
¼ Hour B. Needs/Goals List and Referral List (See Appendices Y & Z.)
        1. How to use them - Lecturette and small group.
        2. Group simulates usage.

¼ hour C. How to Write Case Notes - Lecturette

½ hour II. Dynamics of Working with Battered Women - Large and Small Group Discussion.

- A. Myths/Stereotypes/Masochism
- B. What factors encourage women to stay?
- C. What factors encourage women to leave?

¼ hour III. Resource Information - Lecturette

- A. How to use referral book
- B. Most frequently used resources within your agency.

Third Session

The next session in the extended training sequence should be structured around the specific work areas in which volunteers are having difficulty. The volunteer coordinator can use input from several different sources to determine just what these areas are. S/he can ask the paid staff to keep an eye on the volunteers' work during their apprenticeship. In addition, the volunteer coordinator will have a chance to observe the volunteers as they work for the agency. A simple and extremely reliable method of determining volunteer needs is to ask the volunteers themselves in which areas they would like additional training. You could do this in an informal manner by talking with individual volunteers or taking a simple poll. In addition, a needs assessment exercise called the Delphi may prove useful when determining volunteer training needs.

The Delphi process is a method used to help determine in-service training needs of staff. The first step in the process is a brainstorming session where trainees can list ideas for future training. A sample form using the Delphi method follows.

Delphi--Round One

Please list as many issues or subject matters as you would like to learn about and/or discuss. Also list any skills you would like to improve upon or acquire. This can be anything about dealing with other staff, agencies, clients, administrative personnel, the operation of the shelter, or domestic violence in some general or specific area. Any training idea is fine. Please write down everything that comes to mind.

1. Housing
2. Crisis Phone
3. Intake
4. Etc.

Please list any skills or knowledge which you would be willing to contribute in an in-service training session.

1.
2.
3. Etc.

(The next step in this process is to have the trainees pass their sheets into the trainer and have him/her list all of the ideas on a large sheet of newsprint so that all the participants can see them. The ideas should then be transferred by the trainer in the correct order onto the form below, a copy of which is provided to each participant.)

Delphi--Round Two

Please check the box next to each possible training idea (from brainstorming) that best describes your preference. Please be sure to rate every item. Feel free to add any ideas not on the list and put a check in the appropriate column. Column 0 = I am not interested in learning/discussing this, Column 1 = I am somewhat interested, Column 2 = I am very interested.

Area of Interest	0	1	2
1. Housing			
2. Crisis Phone			
3. Intake Procedures			
4. Etc.			

(through 20)

After everyone has filled out Round Two, the trainer should tally individual scores for each area. For example, if Trainee A checked Box 0 for Housing, her score for that area would be 0. After tallying the individual scores, all of them are added together to reach a master score. For example, assume that this needs assessment polled trainees A,B,and C's training needs. Trainee A's score on housing was 0, Trainee B's was 1, and Trainee C's was 2. Add together each of the trainee's score on housing: 0+1+2=3. Three would be the master score for the housing area.

The area with the largest master score is the area the trainer should focus on. If several areas have master scores that are close to one another, you may want to take the top five and go through another scoring round.

Please remember that this process is just a model for needs assessment that can be changed or modified to fit your agency's needs.

Continual Inservice Training

Just because the volunteers have participated in the initial training sequence, training does not stop. The longer one works with victims the more unanticipated situations arise. Training should continue throughout the length of the volunteer's commitment. While most of this training will be on-the-job, special in-service training sessions on specific topics should take place periodically. Some of these specific trainings might include skill development in assertiveness, empathy, problem solving, goal setting, minimizing conflicts, legal problems, legislative reforms relating to the issue, team-building among the staff, etc. These special in-service workshops can take the form of a guest lecture or a participative learning experience such as "exchange of practices workshops" (persons with similar jobs in different organizations get together to share practices and innovations they have developed). These in-service training workshops can be held every six to eight weeks for a half to a full day. Often a resource person or someone in the community with some expertise in the proposed topic will agree to lead a workshop. (See Appendix AA for agenda of an in-service training.)

Timing Your Training Session

In Chapter Three, we discussed the importance of setting a time schedule that is realistic for your orientation session. The same type of time schedule should be designed for all of your training sessions, and the trainer should attempt to adhere to it.

Structuring a Training Session

When designing your training session, try not to place too many similar kinds of exercises or lectures back-to-back. You run the risk of boring your participants, and losing their attention. Any more than two lecture type formats in a session leaves the volunteers sitting and listening for too long. Their attention will wander. Therefore, you should follow the lecture with an exercise that features group discussion and participation.

If, however, the trainer has a lot of information to present, and has decided that the lecture format is the best way to disseminate this information, the trainer may have to present three lectures in a row. If there is no way to avoid placing similar exercises together, here are some strategies that may at least break up the monotony:

1) The trainer could schedule a short break after one of the lectures, which would give the participants a chance to get up, walk around and talk with one another. 2) Another strategy the trainer might use would be to design a very short group exercise using lecture materials and have the volunteers participate in a group before going on to the next lecture. For example, in the sample agenda on pg. 60 of this chapter, the lecture on the criminal and civil justice system is followed by a five or ten minute period in which groups get together and draw a flow chart of the criminal justice system. This short exercise allows the volunteer to apply the information they have just learned. More important, it gives them a break from the monotony of just sitting and listening.

Some Additional Tips

Before the training begins, make sure you check the room you will be using. Be sure there are an adequate number of tables and chairs. Check for electrical outlets. Does the room have adequate lighting? Do the participants have access to restroom facilities? Be certain you have answers to these questions before you begin training.

List of Supplies for Training Session

Name tags___

Instruction sheets and handouts___

Large magic markers___

Pamphlets___

Pencils and pens___

Scratch paper___

Masking tape___

Scissors___

Paper clips___

Stapler___

Extension cords___

Coffee, tea, other beverages___

Cups___

Projector___

Film___

Screen___

A Final Word

It is important to recognize that some problems will be outside the realm of training, and may hinge on such factors as goodwill between agencies, or additional financial resources. Keep in mind too that you can't possibly cover every contingency. What you can do is give your volunteers some basic guidelines, and assume that a combination of training, experience and good sense will allow them to deal with the unexpected. Remember this and do not frustrate yourself or your volunteers by thinking you can give all the answers through training.

CHAPTER V: SUPPORT SYSTEMS

Rewards, Recognition, and Support

Currently, there is considerable debate as to what constitutes the most effective way to recognize and reward volunteers. The most recent thinking stresses concrete rewards such as 1) certificates to volunteers who contribute additional time beyond their contractual commitment; 2) annual banquets to honor volunteers who have given their time without pay; 3) special days to honor volunteers and focus recognition upon their accomplishments.

At the DVP we feel that concrete rewards have their place in a "recognition strategy" but that they are not going to help an agency keep volunteers who would not have remained anyway. Doing the job well is its own reward for the really commited volunteer. However, volunteers cannot always assess how well they are doing. The volunteer coordinator should provide the volunteers with praise for a job well done, verbal recognition for important contributions they are making, and challenging new responsibilities for those who are willing and able to move into other areas of the program. In addition to recognizing individuals, the volunteer coordinator--and the rest of the agency staff--should communicate to the volunteers a sense of their worth, that they are an integral and important part of the agency.

Nevertheless, even with the best efforts of all administrators and supervisors concerned, most volunteers will still become discouraged due to the demanding nature of social service work. Consequently, an effective volunteer coordinator must build support systems into his/her program to help volunteers through difficult times.

Volunteer Burn-Out

Definition and Symptoms

A common problem that the volunteer coordinator must deal with is "burn-out." Burn-out frequently occurs among staff and volunteers at human service agencies, particularly where workers are often faced with crisis situations, or where client demands are both constant and difficult to meet. The burnt-out worker may be either over-involved or under-involved with his/her clients; in either case s/he is unable to maintain the optimum distance from the job. One advantage of utilizing volunteers is that because their time commitment is usually less than that of a full-time staff member, they may burn out less rapidly.

Some of the symptoms of burn-out are:

1. Frequent physical illness or exhaustion.
2. Excessive complaints about clients and the amount of trouble they pose.
3. Inability to delegate or share responsibility - a feeling that no one else can do the job adequately.

Support systems are important mechanisms in counteracting burn-out. We mentioned in the first chapter the importance of the volunteer coordinator serving as a support person for the volunteer. However, it is fairly difficult for one person to provide support for a large volunteer staff with varied work schedules and job responsibilities. Consequently, the DVP incorporates support systems into our volunteer program:

Combating Burn-out

1. Clinicing Sessions

This is a bi-weekly or tri-weekly meeting of the volunteers to discuss problem issues and/or clients, to share information, and to get recognition and support from the other members of the group. It is helpful to have an agenda with room for important issues that need to be covered as well as spontaneous questions that arise. A small group is most effective at a clinicing session. The fewer people participating, the better the chance that everyone's problems will be considered. If you have a large group of volunteers, it is a good idea to divide them up and have them clinic at different times.

2. Support Team

A counseling model chosen by a group in New Jersey[1] is based on a team approach. They assign a team of two volunteers to each client. This has the advantage of providing mutual support because the volunteers are able to talk with each other about the situation and give each other feedback. The other reasons for the success of this model are:

a) It is not always possible for one person to maintain the necessary contact with the client because of job obligations and other responsibilities.

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[1] Suicide and Crisis Center in Ithaca, New Jersey with a task force focused on domestic violence; Rebecca Bell Williams

b) If there is any conflict between one of the support persons and the client, that person can be replaced without losing continuity, since the remaining support person can orient the replacement.

c) Immediate contact with more than one person can help break down any feelings of isolation a client might be having.

This model does present some problems. Because the volunteers are generally working with clients at different times, communication between them may become difficult. Thus the logbook and progress notes become crucial. Even with these difficulties, this model illustrates how a technique can be developed that meets the needs of volunteers, and also serves the clients.

3. Individual Conference

Despite the most conscientious support mechanisms, burn-out may still occur. If the strategies previously outlined do not succeed in alleviating the problem, the volunteer coordinator should take the following steps:

a) Arrange a private meeting with the volunteer, preferably removed from the job site where s/he can give the volunteer undivided attention.

b) Try to identify the problem. Has the volunteer too many clients? Is one particular client especially difficult? Is there a conflict with another staff person? Is the difficulty related to the volunteer's personal life?

c) Assess what steps (if any) can be taken to solve the problem. Can the caseload be lessened? If there is a particular problem with an individual client, can the volunteer clarify and separate his or her own feelings sufficiently to continue working with this client? Can the client be assigned to someone else? Perhaps the volunteer needs a break from client demands. (Remember, we all tend to overload our best people.) Perhaps s/he could do some community education, help with some clerical tasks or attack an area of research which would profit the agency. If the problem exists between the volunteer and another staff person perhaps a conference should be arranged between the two with the volunteer coordinator as "arbitrator."

If all fails, remember, there will be times when you can do NOTHING! Some volunteers will be overwhelmed by the work and quit. The volunteer coordinator should not feel s/he has failed because a volunteer chooses to leave. Instead, s/he must respect the volunteer's decision and help make the volunteer's departure as amiable as possible.

A Final Word About Volunteers

Although there are problems associated with the use of volunteers, they can be an effective option for a variety of reasons:

1. They can be used to extend and individualize services when paid professionals are unavailable. They have demonstrated remarkable success in criminal justice programs, such as volunteers in probation,[1] foster care, placement, etc.

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[1] In Royal Oak, Michigan, volunteers are used in the Probation Department to establish a one-to-one relationship with a

2. They can help reduce the "burn-out" which results from the demanding nature of social service work.

3. They can provide a positive role model to the client based upon a peer counseling relationship.

4. They can contribute a variety of viewpoints, skills, and resources to human service agencies.

5. Their time and energy are free.

Even where volunteers are not absolutely integral to the functioning of a program, we would still urge agencies to actively engage in outreach and recruitment for enthusiastic volunteers.

"The experts, because of the necessary specialization of their training and orientation, cannot be expected to provide the wide perspective necessary for innovative social problem-solving."[1] In addition many professionals believe that in especially demanding emotional fields such as crisis intervention and to some extent on-going counseling, once staff begin to receive pay there is a complementary decrease in motivation, time, and commitment.

It should be noted, however, that volunteers cannot be expected to implement indefinitely all the functions of an organization. While they can provide the community support to help develop a needed new service, as soon as resources are

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juvenile offender. The recidivism rate in this program is 7% as compared to a national rate of 50%. New York has also reported effective results from the same type of program. "Volunteers Helping Youths on Probation," New York Times, 3/13/77.

[1] Schindler-Rainman, Eva, and Lippitt, Ronald, The Volunteer Community, p. 21.

available, they should be eligible to move into paid positions if they choose. A well-designed program, therefore, will have positions for volunteers who are able to contribute only a few hours a week, and others who are able to contribute larger blocks of time, and will also provide an opportunity for volunteers to become paid staff.

APPENDIX A

JOB DESCRIPTION FOR THE DOMESTIC VIOLENCE PROJECT, INC. DEC. '77

JOB TITLE: Volunteer Staff Coordinator

GENERAL RESPONSIBILITIES: Recruit, organize, coordinate and train staff volunteers to work effectively within the structure of the Domestic Violence Project, and SAFE House. Under the supervision of the Director, and the immediate supervision of the Victim Assistance Coordinator, the staff volunteer coordinator will be responsible for all training sessions for new staff volunteers, all inservice training sessions, and all clinicing sessions.

POSITION DUTIES AND SPECIFIC RESPONSIBILITIES:

1. Attend all staff meetings and training sessions.

2. Organize all training sessions, conduct training sessions quarterly, (four times a year) for all new staff volunteers.

3. Maintain an accurate and up to date volunteer file and staff roster.

4. Maintain volunteer and staff work schedules.

5. Assist volunteers and staff in finding transportation/car.

6. Distribute bus tokens and account accurately for the distribution thereof.

7. Accompany volunteers and staff to speaking engagements, board presentations, and other community functions when necessary.

8. Be familiar with all aspects of the program in order to inform volunteers and staff, and keep them informed of changes and new procedures.

9. Maintain periodic evaluation sessions with staff persons and volunteers.

10. Provide the staff and volunteers with materials, reporting forms, and clear explanation of duties and responsibilities, in written form, in the form of a job description.

11. Monitor the staff and volunteer record keeping (intake forms, time logs, client contact sheets, client cards, etc.)

12. Report to the coordinator in terms of the monthly client contacts and services rendered.

13. Assume additional responsibilities as assigned by the Director.

MINIMUM QUALIFICATIONS: High School diploma or equivalent, leadership and communication skills, and experience working in community service programs whether in a paid or volunteer capacity required. BA or BS degree in communication arts or social work preferred.

APPENDIX B

Auxiliary Staff Position
The Domestic Violence/Victim Assistance Program
1917 Washtenaw, Ann Arbor, Michigan 48104

Agency Contact:
On-the-Job Supervisor:

Position Title: Group Leader

Time Commitment: Hours/week:
Weeks or months duration:
Starting date:

SPECIFIC RESPONSIBILITIES:

1. Help with recruitment of Outreach volunteers.
2. Assist in training of Outreach volunteers.
3. Run one nighttime clinicing session.
4. Attend Outreach supervisor training sessions.
5. Work as advocate for the guests at SAFE House.
    - a. Provide transportation for guests to their appointments.
    - b. Provide legal information.
    - c. Provide welfare advocacy for women.
    - d. Help guests locate permanent housing.
    - e. Answer the crisis line out at the shelter.

QUALIFICATIONS OR SPECIAL SKILLS:

1. Assertiveness skills.
2. One prior semester of work at the Project.
3. Training and supervisory skills.
4. Sensitivity to problems of battered women.

Group Leader______________________

Coordinator______________________

APPENDIX C

SHIFT CHANGE COMMUNICATION FORM

DATE: 1/31/78

TIME: 8:00 a.m.

FROM: Jane Doe, Night Worker

TO: Mary Smith, Day Worker

NEW CLIENT CONTACTS: Joyce Jones came in at 2:00 a.m. She was referred by Catholic Social Services

OLD CLIENTS: None

SPECIAL PROBLEMS: Toilet in Room A overflowed

NO ACTIVITY THIS SHIFT: ☐ LITTLE ACTIVITY THIS SHIFT: ☐

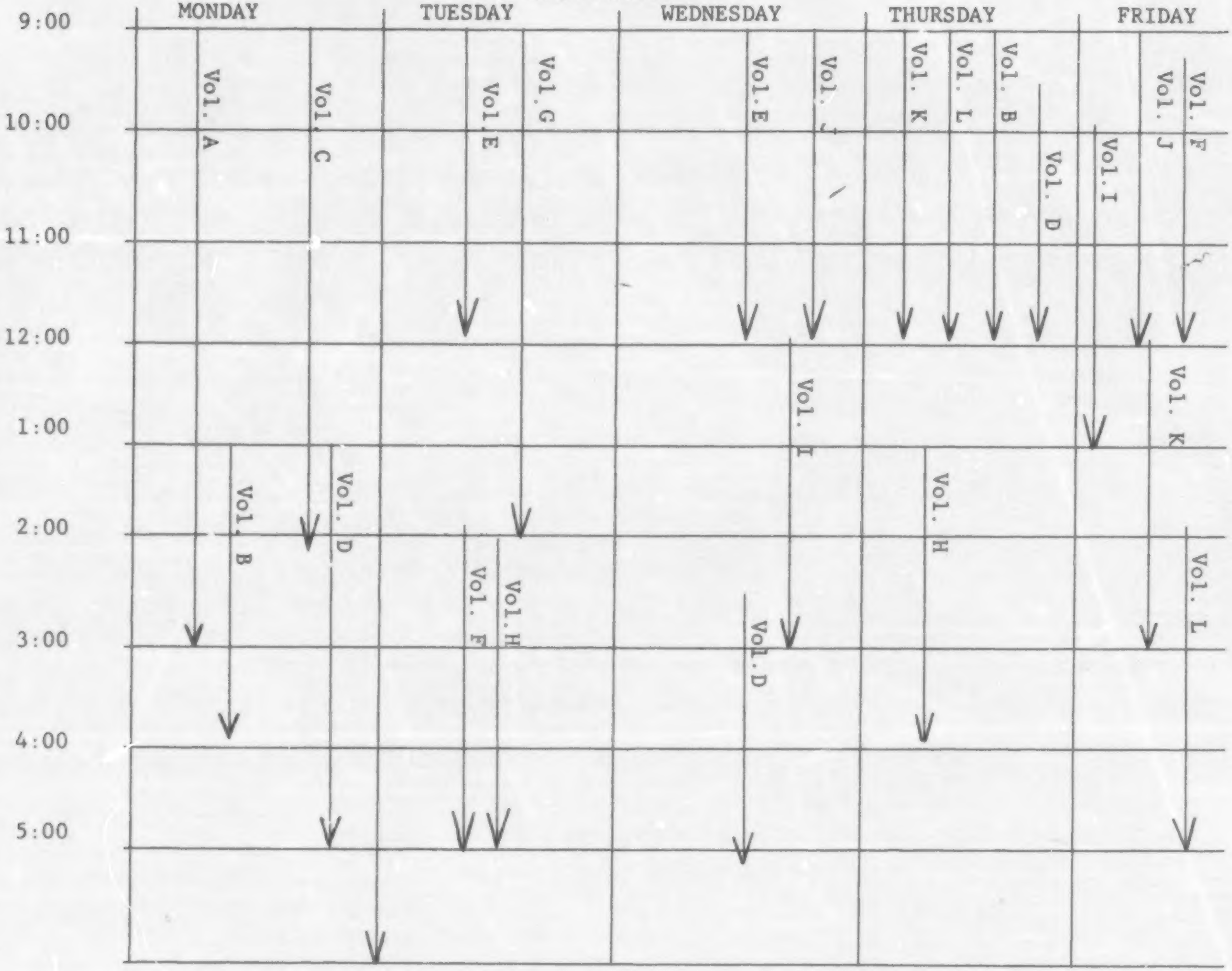
OTHER IMPORTANT INFORMATION:

BE SURE TO CHECK AND READ LOG BOOK: ☐

SIGNED J. Doe

APPENDIX D

SHELTER SCHEDULE
JULY-AUGUST



Sample Volunteer Schedule

APPENDIX E

(NAME)

(CENSUS TRACT)

DATE	NO. HRS.	DESCRIPTION OF ACTIVITIES	CLIENT CONTACTS	COMP. TIME

Sample Volunteer Log Sheet

APPENDIX F

Auxiliary Staff Position
The Domestic Violence/Victim Assistance Program
1917 Washtenaw, Ann Arbor, Michigan 48104

Agency Contact Person:
On-the Job Supervisor:

Position Title: Volunteer Peer Counselor/Advocate

Time Commitment: Hours/Week:
Weeks or months duration:
Starting Date:

SPECIFIC RESPONSIBILITIES:

1. To work as advocates for the guests at SAFE House:
    a. To provide welfare advocacy for the women.
    b. To provide legal information.
    c. To provide transportation for guests to their appointments.
    d. To help guests locate permanent housing.
    e. To answer the crisis line at the shelter.
2. To fill in working with the children, when not assigned a client, or there are no urgent client needs.

QUALIFICATIONS OR SPECIAL SKILLS:

1. Assertiveness skills.
2. Ability to work with or without supervision.
3. Sensitivity to the problems of battered women.

Training: Attendance at an evening training session, and at on-going legal training sessions.

Additional Academic Requirements: Read the three training manuals. There will also be a suggested reading list.

APPENDIX G

Sample Program Description I

THE NOW DOMESTIC VIOLENCE/SPOUSE ASSAULT PROJECT

Wife assault is considered to be the single most unreported crime in the country. 35% of all assaultive crime complaints filed in Washtenaw County in 1974 were filed by victims of domestic violence. Wife assault affects women of all ages, races, and economic levels. Some experts believe that half of all married women will be affected by spouse-inflicted violence during their married lives.

Women usually suffer in silence. The law is complicated and until recently society believed that husbands had the right to beat their wives. In addition, economic dependency and parental responsibilities often make it difficult for a woman to escape. The next morning there are usually apologies and promises to cease the violence. Yet, typically the assaults are repeated. 58% of all victims have been beaten in the past. The problem won't disappear by itself. Break the vicious cycle of domestic violence. Act NOW.

One of the main focuses of our effort is to offer women alternatives to staying in such a hostile and dangerous environment. The alternatives include professional help towards improving the domestic relationship, a place of escape in times of danger and/or the advocacy and emotional support that a woman may need to break away from this environment. We try to help women develop a sense of autonomy and control over their life through crisis intervention and long and short term counseling.

In addition to the intrinsic reward resulting from the gratification of alerting women to their alternatives and facilitating the implementation of these alternatives, there is the invaluable experience the student will receive as a result of our training program and its practical application in interacting with others. The training will focus on skills in counseling, leadership, advocacy, communication, and organization as well as knowledge of community agencies, resources, and politics.

COUNSELING:

Phone Counseling to provide peer counseling and referral services.

Intake Counseling to handle initial interview with potential client. Determines needs and establishes short or long term contact with client.

Ongoing Counseling to provide short and/or long term continuous peer counseling. Counselors will act as advocates and coordinators for the client, and offer many direct services not otherwise offered in the community.

On Call/Crisis Intervention Counseling to be available, during scheduled time (non-office hours) to answer emergency phone. To advise over the telephone and

(APPENDIX G con't)

encourage positive action on the part of the caller. To make proper referrals and elicit assistance from other counselors and the appropriate agency (i.e. police, community mental health, etc.) on the behalf of the client.

Some of the other activities our volunteers are involved in include grant writing, fundraising, publicity, research, office work, emergency housing, transportation, and child care.

The requirements for participation are:
1) 2 semester commitment.
2) 5 hours of time per week in office.
3) Mandatory counselor meetings twice a month (time to be arranged).
4) Mandatory individual supervisory meeting of one hour per week.
5) Occasional mandatory special training workshops.
6) A car would be extremely helpful but not necessary.
7) Weekly log and updating of files (if one has clients.)

Interviews are required!
Maximum number of students:
Coordintator:

APPENDIX H

Sample Program Description II

THE DOMESTIC VIOLENCE/VICTIM ASSISTANCE PROGRAM

The Domestic Violence/Victim Assistance Program is an agency that serves the needs of victims of violent crimes, with special emphasis on the problems encountered by battered women.

As Victim Advocates, we will assist victims of any kind of crime, including robbery, assault, attempted murder, domestic violence, rape, breaking and entering, etc.

Staff and trained volunteers will provide the following services:

1. Serve as advocates for the victim before police, prosecutors, judges and others, making sure the victim receives fair and equitable treatment throughout the criminal justice proceedings.
2. Negotiations with employers for court appearances and other related matters.
3. Assist the victim in applying for appropriate social services.
4. Assist the victim in filing for victim compensation.
5. Emotional support counseling to see the victim through the period of victimization.

Victim Advocate/Peer Counselors are expected to be available for weekly counseling sessions with their specific assigned cases.

The other focus of the program is to increase public awareness of the legal and emotional problems battered women face and to facilitate change in the status of battered women by:

1. Doing legal research on and around the concerns of battered women.
2. Public speaking on the problems of domestic violence.
3. Organizing media presentations that explore the crime of wife assault.

Specific requirements for participation include:

1. Willingness to work with or without supervision.
2. Five hours a week of work within the Program Office.
3. Attendance at two Saturday training sessions.
4. One semester commitment, or more.
5. Ability to assume responsibility and be assertive.

For Interviews contact:

APPENDIX I

Public Service Announcement

SAFE House (a shelter for battered women) is asking for your time.

We need women who are willing to give at least 5 hours a week of their time to provide transportation for the guests at SAFE House.

Possible mileage reimbursement through the Department of Social Services.

If interested, contact:

APPENDIX J

GOALS AND OBJECTIVES OF SAFE HOUSE, A SHELTER FOR BATTERED WOMEN

November 14, 1977

GOALS

1. To provide safe, temporary accomodations for battered women and their children, and for others in physical danger in their present living condition.

2. To provide a structured environment that will allow a family member to consider alternatives to violence, and increase the likelihood for positive change.

3. To provide the personal support and encouragement necessary for a woman to follow through with decisions such as criminal prosecution, divorce, counseling, and other alternatives to violence.

4. To provide a central meeting place for the various agency personnel involved in working with clients with difficulties. This will facilitate the utilization of existing resources and decrease the unnecessary duplication of services.

5. To offer a new resource for existing criminal justice and social service agencies in order to assist them in providing high quality services to people in need.

OBJECTIVES

1. To establish a shelter facility capable of housing 25 women and children at any one time with the length of stay being between 3 days and 4 weeks for an approximate total of 9125 shelter days in a year. With an average length of stay at 20 days, four hundred and fifty six (456) persons can be sheltered in the period of one year.

2. To establish a child care component which will allow mothers to seek employment, conduct family business, secure legal information, and follow through with criminal prosecution when appropriate.

3. To provide meals, cleaning facilities, recreation facilities, educational opportunities, and safe supportive environments for children and adults with daily house meetings for all adults.

4. To provide information and advocacy to clients to assist them in reestablishing control over their lives.

5. To provide a location where existing agency personnel can meet clients, and conduct group or individual counseling sessions.

APPENDIX K

AGENDA OF SCREENING PROCEDURE II[1]

20 minutes I. Introduction to Screening

Purpose (to make some evaluation of the ability to train these volunteers to be productive and efficient victim assistants.)

Answer Questions.

Description of what happens after screening.
- --letter of acceptance
- --fill out envelopes
- --screening begins..

20 minutes II. Responding to problem statements

We will play a tape of 6 problem statements and ask volunteers to write responses. (These are situational statements similar to the two in the preceding screening procedure.)

III. Break into small groups

(There should be no more than 8 volunteers in a group with two facilitators (staff observors) in each group. At this point the volunteers should be given their directions to follow in conducting interviews.)

20 minutes Interviews (The volunteers will be interviewing each other.)

45 minutes Discussion in small groups

15 minutes IV. Re-convene as large groups

Questions-wrap up

Evaluation

Dismiss the volunteers

---

[1] This screening procedure was adapted for use at the Domestic Violence Project from a design by Joanne Lindensmith, Common Ground, Birmingham, Michigan.

Two hours - total time for volunteers

60 minutes	Screenors meet and discuss
	Screenors compare observation sheets, problem statements and the written questionnaires which were filled out upon application to the Project.
	Screenors decide on who to accept and reject.

Three hours - total screening procedures.

INSTRUCTIONS TO THE VOLUNTEERS FOR THE INTERVIEW

I. Purpose
To give us an opportunity to learn more about you.

II. Your tasks

- A. To interview a member of your group for ten minutes
  - 1. Interview someone
    - a) whom you do not know
    - b) who has not been interviewed before
    - c) who did not interview you
- B. The purpose of the interview you conduct is to find out if that person would make a good volunteer.
  - 1. You want to help the person feel comfortable.
  - 2. You want to gather information that would be relevant to involvement.
  - 3. We want to know.
    - a) past relevant experience
    - b) interests
    - c) purposes in volunteering
    - d) what qualities and skills do they feel would be of value here?
    - e) what he/she hopes to get from volunteering
    - f) sense of commitment to program and training.
      - -can they attend trainings
      - -will they work 1 year
      - -outside commitment that may cause conflicts
    - g) what the person's thoughts and feelings are on on a controversial topic of your choice...
      - i.e. abortion
      - drug use
      - birth control for minors
      - mercy killing, etc.
    - h) anything else you feel is important

INSTRUCTIONS TO STAFF OBSERVORS (FACILITATORS)

The purpose of screening is to select people to deliver services, so we are looking for people who:

1. Are able to deliver services
2. Look like they are able.
3. Sound like they are able--

   -do not appear to be in need of services
   -do not sound like they need help.

We are looking for people who are:

non judgemental
non directive
liberal
able to listen to others and hear what they say
are flexible
do not interject their own opinion into what another says
do not argue with the interviewee
do not talk more than the person they are interviewing.

Your task is to observe the interviews, make notes and evaluate the screenees ability to learn our model and deliver the best service possible to the type of people who call and come to us for help.

1. Observe and take notes on screenees behavior, comments, mannerisms, attitude, etc.

2. After interviews are over facilitate discussion of what happened and how people feel and why.

   It's ok to describe what you see but not to judge what you see. Keep things in the here and now. How are you feeling now? What is this experience like for you? Do you feel differently now than you did before we started? "What I saw was... Mary, you looked like... What I saw was... and I wanted to check it out..."

   The discussion should not take more than 3/4 hour.

3. After small groups break up and large group gets together again you may leave and go to discuss observations with the other screenors.

4. Meet with screenors to decide who will be invited to trainings.

   It is easiest to sit with the other screenor for your group and first decide who is absolutely unacceptable. If there is any doubt the person should be screened out. It is not a kindness to the person or us to let them train if you are unsure. It will most likely be difficult for them and the trainor. The final decision rests with the coordinator of the program being screened for. It is not unusual to take 3 out of 12.

5. Letters will be sent to all in attendance.

   ---it is likely that phone calls will be made to those screened in.

   ---other opportunities for involvement will be offered to those screened out.

EVALUATION FORM FOR OBSERVOR-STAFF MEMBERS

Name of Person being screened: Date:

Please look for the following qualities in the person being screened. Make note of anything you observe that is not on this list. We would like a comparison of skills displayed as the interviewer and also skills displayed while being interviewed.

1. Articulate________
2. Argumentative________
3. Open minded________
4. Flexible________
5. Sense of own limits________
6. Intelligent________
7. Uses language well________
8. Friendly________
9. Enough rather than needing________
10. Self-confidence________
11. Able to learn________
12. Able rather than unable________
13. Eye contact

Look for these qualities as the interviewer:

1. Warmth________
2. Kindness________
3. Ability to establish raport________

4. Attentive________

5. Defensive________

6. Nervous________

7. From an internal rather than external frame of reference.

8. Easy to talk to________

9. Imaginative________

10. Responsive________

11. Able to formulate questions________

12. Ability to reflect________

13. Able to handle a difficult situation________

14. Non-judgemental________

15. Non-directive________

16. Would you be comfortable talking to this person?_______

17. Talks too much or too little________

Look for these qualities as an interviewee---

1. Hostile________

2. Talks in terms of people rather than things________

3. Dependable________

4. Worthy rather than unworthy________

5. Identifies with people rather than apart from people ________

6. Self-revealing________

7. Concerned with larger meaning of things________

8. Can follow directions________

9. Honest________

10. Intention in volunteering________

11. Altruistic________

12. Able to share

Would you pick this person for a friend? Why or why not.

Summarize:

A) Strengths:

B) Weaknesses:

Additional Comments:

Do you recommend this person for the Project or not? Why?

Your full name:
(Staff observor)______________________________

VOLUNTEER'S SELF-EVAULUATION

It is helpful to know how the volunteer feels about herself/himself. To get some idea of this, a short self-evaluation is administered to facilitate the assessment of this person as a volunteer. We also ask them how they perceive their own needs for training to help us formulate the specific training they'll receive if accepted.

Name______________________

Date______________________

Rate yourself in the following areas:
(1 - low, 2 - fair, 3 - average, 4 - good, 5 - excellent)

I am self-aware	1	2	3	4	5
I am sensitive to others	1	2	3	4	5
I am non-directive	1	2	3	4	5
I am non-judgemental	1	2	3	4	5
I understand my own values	1	2	3	4	5
I am empathic	1	2	3	4	5
I can respond to levels of client feelings	1	2	3	4	5
I understand verbal and non-verbal communication	1	2	3	4	5
I understand crisis theory	1	2	3	4	5
I can apply problem solving techniques	1	2	3	4	5
I am reliable	1	2	3	4	5
I understand and utilize record-keeping techniques.	1	2	3	4	5
I can use resources effectively	1	2	3	4	5
I feel I'm a good counselor	1	2	3	4	5

If I could have more training I would like:______________________

EVALUATION OF THE SCREENING PROCEDURE

Often persons outside the organization have extremely helpful feedback. As a result, we request an evaluation of the screening procedure from the volunteer participants.

Name: ______________________________ Date: ________________

The thing I'd most like to change about screening is: __________

____

____

The thing I liked best about screening is: ______________________

____

____

I wish I had gotten a chance to say: ___________________________

____

____

I am/am not still interested in training for:

Information and Referral ____________
Crisis Counseling __________________
Medical Clinic _____________________

I can attend all of the trainings. YES___ NO___

Comments: ____

____

____

____

APPENDIX L

ROLEPLAYS (ORIENTATION)

One volunteer plays the part of:

Maria Gomez, age 26, Catholic. Maria has been married for 10 years, and has seven children aged: 8,6,5,3,2,1. Maria's husband is Jesus Gomez, age 38, Catholic. Jesus is currently on strike from GM: when he is working he makes $14,000 a year. Jesus has been drinking since the strike began. Maria says he sits around the house and gets drunk and abusive towards her and the children.

Maria is functionally illiterate, has never had a job outside of the home. Her relatives all live in California and don't have much money.

Maria doesn't believe in divorce and tries to follow the teachings of the Catholic church. Maria is distrustful of agencies and ashamed to talk problems over with her priest.

Maria was referred to our agency by the police, who were called by a neighbor when she heard screaming and saw Jesus beating Maria in their yard.

One volunteer plays the part of a crisis counselor, who takes a crisis call from Maria Gomez.

One volunteer plays the part of a worker at another social service agency, where they provide emergency money. There are funds available, but the worker needs to be convinced that your client has real emergency needs...

One volunteer plays the part of a worker at the DVP, whose client is a battered woman with three children. The client needs $250.00 for a security deposit to move into a new apartment.

APPENDIX M

Additional Exercises for Orientation[1]

Have the entire group share some common experience. One suggestion is to show a film or slide show that deals with some of the problems your agency works with. Or perhaps someone could give a personal presentation about their own experiences in connection with the field.

Start a discussion by instructing people to "talk straight" about the common experience the group just went through. "Talking straight" means honestly dealing with and talking about the feelings the experience provoked.

This exercise promotes good feelings and trust among the group.

---

[1] Adapted from a training given by Shula Reinharz, PhD, to the DVP.

APPENDIX N

SUGGESTIONS FOR WORKING WITH BATTERED WOMEN

1. Keep your personal problems and experiences out of your client relationship. If you have had a personal experience which you feel might provide a useful example to the client, put it into the third person. Ex: "I once had a client (or friend) who had a similar problem and s/he tried..." Rationale--You do not want to arouse feelings of envy in your client. Probably some resentment is inevitable because you will often appear to her to be so much stronger, so much more in control of your life. Keeping personal experiences out of your involvement with her will minimize this dynamic. Also, you are more likely to get an honest response from her if she feels the suggestion is not based upon your personal value system.

2. Minimize any social gap (or economic differences) as much as possible. This is another reason for keeping your personal history out of the interaction as much as is feasible. If you are too distant, she may feel hurt, so you should strive for balance. When reasonable, answer her questions about you with a minimum of detail and turn the conversation back to her life. Don't overdress, wear expensive jewelry, refer to lavish vacations, or extensive educational training. These are only suggestions and each person will have to operate in the style he or she feels comfortable with. However, human beings, whether battered or not, feel most open with those who convey warmth, respect, concern and a minimum of social or economic superiority.

3. Explain procedures to your client. Don't assume she will know about her rights or existing services. This includes everything from DSS to House procedures. Like the suggestions in #2, minimize any gaps. Don't talk down to her but also watch the level of your vocabulary. Be alert to nonverbal cues. If she looks confused, ask her is she has any questions; she may be shy or embarrassed to ask. On the other hand, listen to her. She may have more experience dealing with the intricacies of DSS than the entire staff!

4. Encourage her to accept responsibility. This is especially important in relation to SAFE House. There may be a tendency for the woman to let the staff do things she can readily do herself (cleaning, cooking, caring for her children, etc.). This causes resentment on the part of other guests and the staff. It can also undermine her authority over her children. If a few gentle hints do not do the job, take some time and talk it out. Some problems can wait, but those effecting the operation of the shelter must take priority.

5. When you observe other problems which effect her dealings with other people, her children, or her life in general, CONFRONT HER--BUT WATCH YOUR TIMING. A hot, hectic afternoon of apartment hunting is not the time to point our how obnoxious her children are, or how little they listen to her. Similarly, if the woman is not ready to "hear" what you are saying, she may become very defensive and, consequently, antagonistic toward you. If you still have to work with her for several weeks, you may be creating more grief for yourself. This does not mean you should leave the problem alone. One possible strategy is to discuss some of your observations near the end of her stay, or even after she has relocated. If you feel it is a major area of concern, you should at least "run it past her." It may be the only time she will have to be confronted in such a manner, and if your rapport is good, it probably won't jeopardize your relationship with her.

6. Be careful not to impose your values. This does NOT mean you can't disagree with her behavior or methods of dealing with problems. It does mean that, as a good counselor, you do not reject her while rejecting her actions. Remember to try to understand her feelings of frustration, lack of education, previous life style, etc.; this may help you to separate your anger at what she is doing from your desire to influence her into behaving differently.

7. No matter what, REMAIN CALM--AND IF YOU CAN'T, LEARN TO FAKE IT! Fear is contagious and most battered women have enough bottled up to last a lifetime. If you react emotionally, you will make matters worse and not think clearly. The best way to combat fear is to be well informed on procedures; know yourself and learn to gage your reactions; know your client so that you can separate reality from terror. One strategy is to work through, in your own mind (and when in a calm atmosphere), the situation(s) which you would find most frightening. This usually involves some confrontation with a client's husband. Work out some procedures for handling it. Talk to other staff and get their ideas. Having a plan of action is the best way to combat fear and act confidently. Note: If you consistently find yourself saying, "Yes, but what if..." you may not be temperamentally suited for this kind of work, and it is better to be honest with yourself now than to try to deal with more than you are emotionally equipped to handle.

8. Don't convey disappointment if a woman elects to return to to her husband. She will have enough conflicts about her decision. Don't make her feel like a failure. Respect her decision--she may be right. This is soemthing we sometimes forget. If we've done our jobs, we have pointed out to her (or better yet, helped her conceptualize for herself) all of the implications of going back. Once her decision is made, all we can do is sincerely wish her luck,

respect her reasons for returning, and let her know that if it doesn't work out, she is always welcome to return.

9. Don't deny her negative feelings about her husband, but don't reinforce bad feelings about men in general. This is one of those areas where timing is very important. However, not all men behave this way. Learning this, if she is not already aware of it, will be an important part of her future growth.

10. Keep subjective evaluations out of the woman's file. Avoid comments like: "Mary was happy today. She seems to be improving." Instead, describe behavior: "Mary smiled a great deal today, was up early, began looking for an apartment, etc." As much as we are thrust into the role (and as tempting as it is to make deep, psychological interpretations) we are not qualified to do so. Our focus is upon concrete problem solving and emotional support, when necessary. We are not qualified, nor do we have the right, to make diagnostic comments, particularly in writing.

APPENDIX O

BATTERED WOMEN QUIZ

T 1. According to a Harris poll, 20% of all Americans approve of hitting a spouse on appropriate occasions.

T 2. Household violence is most likely to occur in the evenings and on the weekends.

F 3. In the study cited in #1, the percentage approving hitting decreased among college educated Americans.

T 4. Many police officers are injured on family disturbance calls--27.5% of the police injuries are from such calls.

F 5. Battering is more common in lower income families.

T 6. Alcohol is often a factor in battering situations.

F 7. According to studies, single women have worse mental and emotional health than married women.

F 8. Men are more likely to help a woman being attacked by a man than a man being attacked by another man.

T 9. There is an old town ordinance in Pennsylvania that no husband shall beat his wife after 10 at night or on Sunday.

F 10. It is more common for a husband to kill his wife than vice versa.

F 11. It is believed that about 50% of all battering instances are reported.

F 12. Battering seems to occur more often when couples are not married.

F 13. Most women who leave a situation where they have been battered do not return to live in the home.

F 14. According to a study in Britain, most physical abuse was preceded by verbal arguments.

T 15. Most battering is done with fists rather than with an open hand.

T 16. Tracers Company of American is currently searching for more runaway wives than husbands.

F 17. Battering usually does not begin until the fifth or sixth year of marriage.

(APPENDIX O con't)

T 18. Many men who batter women have been involved with the military.

T 19. According to a "Woman's Day" article, physical abuse is a factor in 40% of divorce in working class families.

T 20. Approximately 1 million women will be battered this year.

T 21. Early life experiences are the single greatest factor contributing to wife battering.

T 22. In Colorado, a woman may make a civil suit against her husband to sue him for loss of wages if she is unable to work because of battering.

F 23. A woman should wash off any blood, clean herself up, and regain composure before going to the police to file charges after a beating.

T 24. 35% of all assaultive crime complaints filed in Washtenaw County in 1974 were filed by victims of domestic violence.

T 24. Over 58% of domestic violence victims have been victims in previous assaults.

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APPENDIX P

ANSWERS TO BATTERED WOMEN QUIZ

1. True

2. True

3. False. Up to 25%.

4. True. According to FBI statistics, domestic violence calls are the number one cause of police officers' deaths since 1972.

5. Battering crosses all socio-economic lines. Battering is sometimes reported more in lower income families because the families may have fewer resources, less privacy,are more likely to be taken to an emergency room than an expensive private physician.

6. True
7. False
8. False
9. True

10. 52% are wife kills husband. 48% are husband kills wife.

11. False. It is strongly suspected that there are, at least, ten times more cases than are reported. A very conservative estimate is that there are 1 million battered women nationwide.

12. False. But there are arguments both ways.

13. False. Many women return to their husband/partner. Some of the reasons are: Man promised reform. Man threatened the woman if she didn't return. The woman had no place to go. The children were still in the home. The woman had a lack of job skills.

14. False. 77% of the women said physical abuse was not preceded by verbal abuse or arguments. (But there are arguments both ways.)

15. True. Most battering is done with fists and they usually aim for places that are not visible, i.e. breast, stomach, base of spine, and parts of the head covered with hair.

16. True.

17. False. In 90% of the cases, battering began in the first year of the marriage and increased in frequency and intensity after that.

(APPENDIX P con't)

18. True. It is believed that military training, particularly combat training, somehow gives a man permission by rewarding him for violent behavior.

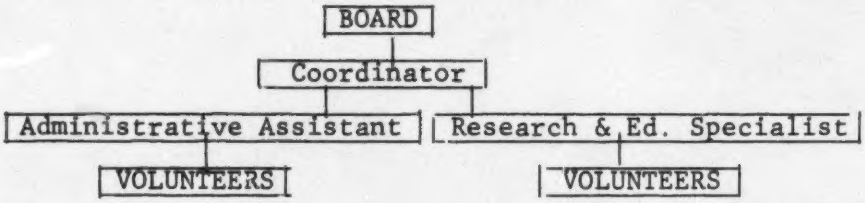
19. True. A March 1976 article stated that physical abuse is a factor in 22% of middle class divorces and 40% of those in working class families.

20. True
21. True
22. True
23. False
24. True
25. True

APPENDIX Q

Sample Memo to Volunteers

The Domestic Violence Project is organized as follows:



As you can see, volunteers play a very important role in the Project. We have no secretary, no janitor, no xerox machine, and very little money for operating purposes. Therefore, at all times, all volunteers and staff must pitch in and help with all the jobs, no matter how menial.

We operate on the Zero-based budgeting principle. That is, we have zero budget, therefore, we never buy anything. We rely on free, donated duplicating and photo-copying. We rely on donated coffee, paper, envelopes, etc. Only when we absolutely have to do we purchase some equipment or supplies.

We ask all volunteers and staff to follow the Democratic Organizational Model and "share" in all the responsibilities of the project, such as cleaning the office, emptying the waste baskets, vacuuming the floors, going to the bank and post office, etc. That means that each of us must clean up after ourselves. No dirty cups lying around, no cluttered desks. Stamps and supplies must always be returned to their proper place.

As much as possible, volunteers should make decisions on their own. It is not necessary to ask permission to do things. Just go ahead and do what needs to be done. Each volunteer should have a special project to work on after routine daily office work is completed. For example, one's project may be to write a script for a slide presentation based on the the blue How To booklet. After the mail for the day has been answered and the phone is no longer ringing, and no one has walked in off the street for information, then work on your special project.

FIRST: WHEN YOU FIRST COME INTO THE OFFICE:
- a) sign in on the sheet by the door
- b) check the volunteer message board for messages and information you might want to be aware of. Tasks that need to be done will be posted there. Mark them off as they are completed. The directions should be such that you will be able to move in these tasks with few questions.

OTHER THINGS TO KNOW ABOUT THE OFFICE AFTER YOU HAVE SIGNED IN AND HAVE CHECKED THE MESSAGE BOARD:

THE PHONE:

It is the responsibility of the volunteer to answer the phone at all times. Try to answer it on the first ring, so that it does not disturb the office. (It rings too loudly.) Say, "Domestic Violence Project, may I help you?" Always take a complete message with name, phone number, time, date. and message of caller. Be sure to use the carbon telephone book for the messages, NOT scraps of paper. Please put the message in the appropriate person's mailbox.

Try to keep out-going calls at a minimum. Each call costs us 6¢. No personal calls are allowed,unless you pay 10¢ in the box, or it is a real emergency.

Any necessary out-going long distance calls must be logged in the log book under the phone in the left hand drawer of the phone desk marked "Telephone books." Always put phone books, log book, etc. back in this drawer.

THE MAIL

See the office procedures manual for complete instructions. Basically, each day get the mail from the church, go thru each piece, opening it and writing down date received,amount of money, check number, and your initials. Throw away envelopes when the return address is inside of the letter. Answer all mail as soon as possible. Send out the booklets using the "book rate" postage rate of 25¢ a pound. Other personal inquiries can be answered on an individual basis. Log all necessary information in the red book. You should be able to handle the mail with no major problems.

TYPING

You must do all your own typing. We do not have a secretary, and from time to time you will be asked to do typing for the project. Don't feel discriminated against, everyone must do some typing.

REFERRALS

Make yourself familiar with all referral agencies, the names and numbers on the bulletin board, etc. Each volunteer should have a referral list. There is much more that you will need to know, and you will learn in time. Be patient. Do NOT ask all your questions in one day. We expect you to learn much from experience, and then remember. Good luck and thank you.

APPENDIX R

Legal System

(NOTE: Spouse abuse laws in Michigan have changed substantially since this material was first developed. Information on new laws in Michigan can be obtained by writing Rep. Connie Binsfeld, State Capitol, Lansing, Michigan 48909.)

1. Three legal choices for battered wife.
    A. Commitment - Probate Court--practically impossible
    B. Divorce - Civil Suit, Circuit Court--woman must get a lawyer.
        1. restrainig order - ineffective
        2. super-restraining order - contempt charge more effective
    C. File Criminal Charges

2. Six types of assault
    A. Assault and Assault and Battery - misdemeanor
    B. Assault and infliction of Serious Injury - misdemeanor
    C. Felonious Assault - with a deadly weapon - felony
    D. Assault with Intent to Maim - felony, ten years or $5,000.
    E. Assault with Intent to do Great Bodily Harm Less Than Murder - felony, life or any number of years.
        --as severity increases, charges become harder to prove.
        --plea bargaining changes charges
3. The System
    A. Victim of the crime is not a party in the case. It is the state vs. the defendant.
    B. Explain to the victim that this is a long, drawn-out process and very frustrating.
    C. Crime is commited - police called, make a report. If you don't know the badge number and name, tell exactly when and where the call took place. Get police file number, badge and names of officers.
    D. Case goes to detectives' bureau, to see if there is enough evidence--victim may be questioned again.
    E. Prosecuting Attorney's Office--They can drop the case or recommend a warrant.
    F. Judge signs warrant and accused is arrested--May take weeks for warrant to be served. Be assertive. Finger printed and booked.
    G. Arraignment in District Court - Misdemeanor Trial may be same day.
        1. Judge advises defendant of charges and rights
        2. Judge can appoint counsel
        3. Sets bail, 50 dollars bond or personal recognizance.
        4. Sets date for preliminary hearing - (for felony within twelve days of arraignment)
            --victim need not attend, but it is advisable

H. Preliminary Hearing
   1. so defendant can hear evidence and witnesses against him.
   2. victim/witness must be present, or case will be dismissed.
   3. victim/witness may be examined under oath, should be prepared.
   4. determination of probable cause.

I. Plea Bargaining

J. Arraignment in Circuit Court - Felonies
   1. Defendant enters a formal plea - guilty, not guilty, no contest or stands mute.
   2. Bail is set again
   3. Trial date is set

K. Trial
   1. May be postponed several times
      --Witness/Victim should take pictures of injuries, have them witnessed and dated.
   2. Opening remarks, questioning witness (prosecution first), summation.
   3. Verdict must be unanimous
   4. If guilty a date is set for sentencing.

L. Sentencing
   1. probation
   2. fine
   3. jail --very, very rare

4. Definitions

A. Know Legal Terms on pages 26-30 of Counselor Manual #1.

B. Police, attorney say, "We'll go to the preliminary hearing and hope the judge will rule probable cause. Then we'll file for an injunction and they'll get a motion for discovery. Of course the defendant may just cop a plea and you won't be called to testify again."
   --assailant, accused and defendant are all the same person.

APPENDIX S

Divorce Action

Ex-partie orders that usually accompany a client's divorce action. (Ex-partie orders can be signed by judge, in emergency cases without having a hearing.)

A. TRO, Temporary Restraining Order, states that both partners should cease from harrassing and harming one another.

   1. A copy of this order should be on file at circuit court, (where all divorce cases are heard.)

   2. A copy should be on file at the police dept. in the area where the woman lives and works.

   3. A copy should be carried on the woman at all times.

   4. A copy will be sent the husband with the divorce papers.

B. TCO, Temporary Custody Order, awards the custody of minor children to one parent until custody is permanently decided.

   1. Judges as rule view motherhood as sacred, so usually there is no problem with our clients getting temporary custody. Easier if the woman has the children with her.

   2. A copy of temporary custody should be on file in the principal's office at the school the child is attending.

Orders that can accompany divorce action, that are not ex-partie. (Judge needs to have a hearing on these orders before he can rule.)

A. Order to Show Cause to Vacate is where the judge rules on who can live in the home until the divorce case is resolved.

   1. This action can be taken by married persons who own or are buying a home together.

   2. This action can be taken by a married or unmarried person, renting an apartment, whose name is the sole name on the lease.

Friend of the Court

A. This organization heavily influences the judge's ruling on custody and visitation rights.

  1. When your client receives her initial divorce papers, there will be a date given and she should contact Friend of the Court before this date.

  2. Ask Friend of the Court to try and arrange to have visiting hours during the week, and during business hours.

    a. See if Friend of the Court would be willing to let their facilities be used on visiting days, and that way the husband does not have to know where the woman lives.

B. Friend of the Court handles the distribution of all support payments awarded by the judge.

  1. If the woman is working, her support checks will be sent to Friend of the Court and they will send them to the woman.

  2. If the woman is on ADC, the support check will go from the husband to Friend of the Court to DSS to pay for the woman's ADC.

TRO against DSS

Under the Public Information Acts, the names and addresses of all welfare recipients are available to anyone who comes in and signs a release for it.* Therefore, in order to protect some of our clients against their husbands, and to keep them from finding out where the client is staying or where she plans on to, it is sometimes necessary to get a court order preventing DSS from releasing any information about the client to anyone.

Choosing a Lawyer

I. Legal Aid serves persons with an income of less than three thousand dollars a year.

  A. Legal Aid handles only civil cases, which, for our purposes, include divorce actions and TRO against DSS.

    1. The person to contact at Legal Aid is J. Doe, the paralegal who handles divorce intake.

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*A new law in Michigan protects battered women from such disclosure.

a. There is a waiting list at Legal Aid, but if you contact J. directly, and introduce yourself as an advocate from SAFE House, she will usually take our clients as emergencies.

2. J. will ask questions about jointly owned property, custody, length of time married, etc.

a. If the woman has the papers from jointly owned property it would be helpful if she brought them along.

3. It will take a week to 10 days for the divorce papers to be ready to be signed.

4. S. Smith, attorney at Legal Aid will be the person who will go to court with your client.

5. The person at Legal Aid to Contact about getting a TRO against DSS is T. Jones.

B. If your client and her husband have ever used Legal Aid jointly or singly, then Legal Aid will not take your client's case because it would be a conflict of interest.

II. Model Cities Legal Services takes on cases from indigent people.

A. Handles both criminal and civil cases.

1. There is a 25 dollar fee.

B. B. Black is our contact person at Model Cities.

1. Call her directly when you have need of her services.

III. Private Attorney

A. Will charge a retainer from $200-$400, depending on how complicated the case is.

1. There is a listing of attorneys in the referral book under ATTORNEYS.

APPENDIX T

DSS Procedures

- I. DSS
  - A. If a woman in unemployed, she will probably need the the Dept. of Social Services to pay for her stay at SAFE House.
    - 1. We take our clients to DSS in X Township
    - 2. The DSS Program that pays for SAFE House is called Emergency Assistance.
  - B. How to get on Emergency Assistance
    - 1. If a client has never been on welfare before, she will need to go through emergency intake.
      - a. Call Supervisor X at DSS, and ask for an appointment for Emergency Assistance.
      - b. You will need to give the client's name, social security number, date of birth.
    - 2. If the client is already on ADC (Aid to Dependent Children), then she would have to contact her regular worker, and make an appointment to get on E.A.
      - a. The client will be taken off ADC (because no one can have an open ADC case without a permanent place to live) and be put on E.A.
    - 3. If your client has already been on E.A. in the past year, she will not be eligible for E.A.
  - C. Emergency Relief
    - 1. If the client is not eligible for E.A., there is another program, Emergency Relief, that can be substituted.
    - 2. Emergency Relief can be used once a year for shelter purposes (Though it can be used for other purposes.)
  - D. Temporary Assistance
    - 1. Both E.A. and E.R. pay only for the woman's stay at SAFE House. For personal needs (shampoo, diapers, soap) the woman will need to apply for Temporary Assistance.
    - 2. Many DSS workers do not know about this program, so if they refuse to put a client on it, or are ignorant, ask to speak to the worker's supervisor.
  - E. Before going to the appointment
    - 1. Fill out ADC forms in SAFE House office (see Box marked DSS Intake Forms), if woman has children.
    - 2. If woman has no children, then fill out General Assistance forms (see box marked General Assistance forms.)

  3. Make sure to bring birth certificates, marriage certificates, social security numbers, and other important papers.

F. Going to the appointment
  1. Always be on time for the appointment
  2. Go to the reception area, tell the receptionist the name of client, name of worker and appointment time.
  3. Be prepared to wait.
  4. Usually, you go in with the client to worker, unless she doesn't want you to. Always ask the client her preference.
  5. Your role is to be there for support and to answer any questions that the client might have.

II. Employed Clients
  A. If your client is working, she will have to pay for her own stay at SAFE House (based on a sliding scale, minimum of $2/day per person for food). Also, your client could be eligible for a partial ADC grant, when she finds a permanent home.

APPENDIX U

Phone Work

A. Different kinds of calls that come into the office

1. Crisis Phone Calls
    a. These are calls where people are in immediate danger, or in need of emergency services.

2. Ventilation Phone Calls
    a. Calls during which people just want to talk about their problems.
    b. These calls can be frustrating for a counselor; you may want to present some concrete, working alternatives. The client may not accept your attempts at problem solving. Remember, helping the client to clarify her feelings may be just the first step in a long, long process of changing her life around. She has a right to move at her own pace.

3. Ventilation-Information Calls
    a. Persons not in crisis, who want to talk, but also want some concrete direction.

4. Information Calls
    a. People who call wanting information.

There is really no way to tell what type of phone call you have, until you start to talk. However, the verbal cues gotten from people calling wanting just information are less frantic/hesitant/confused.

B. Step by Step Over the Phone - Crisis Work

1. Remain calm
    a. Retain a calm manner even if you don't feel it. A crisis can be contagious. You can't help your clients if you're upset.
        i. Breathe evenly and slowly.
        ii. Your voice is YOU over the telephone. Talk slowly. Remember, a flat, monotone voice gives no comfort.

2. Get the person's name, address and phone number
    a. Just asking this kind of quick concrete question can calm a person in crisis state down, at least to the point of being able to plan, rationally, how to get out of the situation.
    b. A person may be reluctant to answer this question.
        i. Explain that you need to know how to get

back in touch, in case you get cut off.

3. Find out if the person is in immediate danger.
    a. Find out if the police have been contacted.
    b. If they haven't, ask the client to call them, or get the client's permission to call them yourself.

4. If the client refuses to call the police
    a. Find our if there is a friend or neighbor's house where they can go SAFELY until help can get there.

5. If there is no safe person's home the client can go to
    a. Find out if there is some neutral place where you can meet her.
        i. A supermarket, a restaurant, etc.
        ii. Tell the woman to make sure she is not followed.

6. NEVER, NEVER, NEVER GO TO A PERSON'S HOME.
    a. You will only be placing yourself in danger, and you won't be helping the client.

7. If the person is not in immediate danger, but is in need of emergency services
    a. You must do a quick needs assessment
    b. What ever the needs may be, emphasize the client's resources first.
        i. Do they have friends or relatives they can stay with?
        ii. Do they have money of their own they can use to stay in a hotel?
        iii. Etc. Etc.
    c. Only when the client's resources are zero, do you then start using the project's resources.

C. Over the Phone - Ventilation Calls and Information Calls

1. Let the person tell you their story.
    a. Gather as much information as possible.
        i. Details of the crime, what the client's priorities are, etc.
    b. Write these details down on Client Phone Form
    c. However, rather than trying to do an extensive intake over the phone, arrange an appointment for the person and have them come into the office.
        i. Remember before the interview to transfer the information from the Client Phone Form to the Intake Form, so that the client dosen't have to answer the same questions again.

D. Things to Remember

1. Be non-judgemental.
2. Talk to the client in simple language.
    a. No jargon.
    b. Questions must be relevant.
3. Give reassurance, and be confident yourself that the client's problems can be solved.
    a. However, can't make any unrealistic promises.
4. Don't be over active
    a. Do not take over.
    b. Let the client handle as much as they can; you only step in when you are needed.

APPENDIX V

YOUR ROLE AS AN ADVOCATE

A. Explain and clarify the legal or social system to your client.
  1. (ex.) Define legal terms, inform of waiting periods, etc.

B. Support your client through the system
  1. Go with her to DSS, to court, etc.

METHODS OF ADVOCATING FOR YOUR CLIENT

A. Persuasion
  1. Enlist the sympathy of the agency person you are dealing with, emphasize the humanity of your client.
    a. Remember to maintain confidentiality
  2. How to tell when this kind of persuasion is working
    a. Person plugs into what you are saying, gives affirmative verbal cues as you explain your client's situation.
    b. Person is willing to follow through
  3. Sometimes persuasion is the only tactic you will have to enlist.
  4. Sometimes an agency may not offer the services your client needs.
    a. If this is so, always ask the agency person if they can suggest any alternative resources.
  5. Sometimes the agency person will start hedging...That's not my department, that's against our policy, etc.
    a. This is a signal that persuasion has not worked and you should go on to the next tactic.

B. Negotiation
  1. Negotiation is a tricky business, and usually requires that one have some kind of connections in the field.
  2. However, there are some simple techniques that you can try .
    a. Ask if there's any way policy can be circumvented, if that's what's standing in the way.
    b. Ask to speak to the person with the authority to deal with your client's specific problem, and/or to circumvent policy.
  3. Ask them if there is any way that YOU can make the process of helping your client easier for the agency person.
  4. When you have gathered this information and are still stymied, this is the time to consult knowledgeable people within the project about tactics.

C. Confrontation
  1. This is when you confront the agency person on the legality or ethical rightness of denying your client

a service

2. This technique is very severe and cause real inter-agency problems and therefore is only used when the situation is justified.
3. Never make the decision to do this on your own, always discuss with staff.

APPENDIX W

Roleplays

One Volunteer plays the part of:

Jane Potter, age 42. Jane has been married for 20 years, and has two children aged 15 and 18. Jane's husband is George Potter, aged 45. George is currently an executive at Chrysler Corporation, and makes $55,000 a year . His job involves much public relations and he must maintain a clean public image.

Client says physical abuse started when husband got a promotion recently.

Jane is active in volunteer work and she feels she helps promote her husband's public image. However, he does not appreciate her efforts to help her career lately. He feels that he has outgrown her.

Jane is very attached to the money and social position, and is in conflict over what to do about the physical abuse.

One volunteer plays the part of crisis counselor, who takes a call from Jane.

One volunteer plays the part of:

Peggy Bolt, age 21. Peggy has been married for one year, and has two children from other men before she got married. Her children are aged 2 and 3. Peggy's husband is Sylvester Bolt, aged 43. Sylvester has a job in the construction field and makes $18,000 a year. Peggy speaks about beatings that began when she and her husband joined a swinging couples' group at his insistence. He encourages her to have sexual relations with other men, because he enjoys watching. Now he says that he wants nothing to do with her, because she is cheap.

Peggy says she still loves him and does not want a divorce.

SAFE HOUSE
INTAKE FORM-Part A
(To be filled out
for all clients by
worker & client)

SAFE HOUSE CASE #__________
Today's Date__________
Time of Intake__________
Location of Intake__________
INTAKE WORKER__________

INTAKE SUMMARY:

1. NAME OF CLIENT__________ (last) (first) (middle)

2. PREVIOUS PHONE #:__________ 3. AGE:__________ (dob)

3. PREVIOUS ADDRESS:__________ (street) (city) (state) (zip)

4. SOCIAL SECURITY #:__________ 5. RACE__________

6. REFERRED BY:__________ (agency) (worker) (phone)

7. # OF CHILDREN:__________ 8. NATURAL PARENT__________ (yes/no)

9. NAMES OF CHILDREN RESIDING AT SAFE HOUSE:

	(given name)	(surname)	(birthdate)	(age)	(grade)
1.					
2.					
3.					
4.					
5.					
6.					

10. CLIENT RESOURCES (Be specific with names, phone numbers, amounts, make.)
    1. Employed:__________
    2. Automobile:__________
    3. Welfare:__________
    4. Private Funds:__________
    5. Items brought to shelter:__________
    6. Other:__________

(CONTINUED)

(APPENDIX X con't)

10. OTHER CRIMINAL OFFENSES: Offense________ Year____________
Offense____ Year____________

11. DOES HE BECOME VIOLENT WHEN HE DRINKS?______________________
(yes/no)

12. DOES ASSAILANT ABUSE PRESCRIPTION DRUGS?____________________
(yes/no)

13. ARE YOU LEGALLY MARRIED? ________ DATE OF MARRIAGE__________
(yes/no)

14. ANY PREVIOUS SEPARATION?________________
(yes/no)

15. IF YES TO #14, HOW MANY TIMES HAVE YOU BEEN SEPARATED PREVIOUSLY?
1___2___3___4___5___6___7___etc.

16. IF YES TO #14, MOST RECENT SEPARATION:______________________
HOW LONG WERE YOU SEPARATED?____________________________________

17. MOST RECENT PHYSICAL ABUSE FROM ASSAILANT____________________

18. WAS MEDICAL TREATMENT RECEIVED? ____________________________
(yes/no)

19. IF SO, WHERE? (WHAT HOSPITAL, AND IF POSSIBLE, PHYSICIAN'S NAME)____

20. HISTORY OF ASSAULT: DID ASSAILANT EVER PHYSICALLY ABUSE YOU PRIOR TO MARRIAGE OR COMMON LAW RELATIONSHIP?__________
____

21. WHEN WAS THE FIRST TIME ASSAILANT PHYSICALLY ABUSED YOU?
____

22. FREQUENCY OF ABUSE: HOW MANY TIMES HAS ASSAILANT PHYSICALLY ABUSED YOU? 1___2___3___4___5___6___7___Innumerable__
Forget___

23. HOW FREQUENTLY DO ASSAULTS OCCUR?____________________________

24. WERE YOU EVER PHYSICALLY ABUSED BY ASSAILANT WHEN PREGNANT?

____
(yes/no)

25. HAS ASSAILANT EVER PHYSICALLY ASSAULTED ANY OF YOUR CHILDREN?__________________________
(yes/no)

26. OTHER INFORMATION____

(APPENDIX X con't)

11. WILL ASSAILANT FOLLOW CLIENT: ______________________
(yes) (no) (explain)

12. DESCRIPTION OF ASSAILANT: ______________________
(age) (race) (height) (weight)

13. AUTOMOBILE OF ASSAILANT: ______________________
(make) (year) (color) (license#)

14. CRIMINAL RECORD OF ASSAILANT: ______________________
(yes) (no) (state) (year)

____
(charge)

15. WILL CLIENT PROSECUTE FOR ASSAULT: ______________________
(yes/no) (police dept.)

____
(details)

16. DOES CLIENT HAVE RESTRAINING ORDER: ______________________
(yes/no) (details)

17. DOES CLIENT HAVE CUSTODY OF CHILDREN? ______________________
(yes/no)

18. WHAT ARE CLIENT'S EMERGENCY NEEDS: ______________________

19. ROOM ASSIGNED: ______________ 20. LENGTH OF STAY: ______

SHELTER INFORMATION:

1. HOW LONG DO YOU PLAN TO STAY AT SAFE HOUSE? ______________
2. WHAT WOULD YOU LIKE TO DO WHILE HERE? ______________
3. WHAT WOULD YOU LIKE TO DO WHEN YOU LEAVE? ______________
4. WOULD YOU LIKE ONE PERSON TO HELP YOU FOR SIX MONTHS? ____
5. WHAT IS YOUR EDUCATION? ______________
6. HOW MANY YEARS HAVE YOU BEEN ASSAULTED? ______________
7. WERE YOU ASSAULTED BY YOUR PARENTS? ______________
8. DO YOU HAVE ANY HEALTH PROBLEMS? DO YOUR CHILDREN? ______

____

9. HAVE YOU EVER RECEIVED COUNSELING? ______________
10. ANY CONTAGIOUS DISEASES IN THE LAST 3 MONTHS? ______________

11. ANY SPECIAL DIET REQUIREMENTS: ______________________

12. ANY PRESCRIPTION DRUGS (you or children) ______________

13. ANY SPECIAL RELIGIOUS REQUIREMENTS? ________________

14. WHO SHOULD WE CONTACT IN CASE OF EMERGENCY? __________
____

15. HAVE YOU EVER CALLED THE POLICE? ________ (yes/no) HOW MANY TIMES?
____

16. EXPLAIN THE MOST RECENT ASSAULT: ____________________
____

1. Were the police called? ______________________________
(which department) (yes/no) (place) (time) (date)

2. Name of responding officers ______________________

3. Were there witnesses? ______________________________
(names) (addresses) (phone)

4. Do you want to prosecute? __________________________
(yes/no)

17. MAY WE PHOTOGRAPH YOUR BRUISES FOR COURT PURPOSES? ______
(yes/no)

18. OTHER IMPORTANT INFORMATION: ______________________

ASSAILANT INFORMATION

1. NAME ____
(last) (first)

2. SOCIAL SECURITY NUMBER ______________________

3. DATE OF BIRTH ________________ 4. AGE ____________

5. ADDRESS ______________________________________

6. TELEPHONE # ______________ OCCUPATION ______________

8. EMPLOYER ______________________________________

9. CRIMINAL RECORD: Has he ever been charged with assault by anyone other than yourself? YES___NO___Convictions?______

EXIT SUMMARY:

1. Date of Discharge:__________________Name of Worker__________

2. I ____________________________ of my own accord am departing from SAFE House with my children____________________________ and my personal belongings.

signed:__________________________

witness:_______________________

3. New Address:____

4. New Phone:_______________ 5. Follow-up Worker;___________

PHOTO RELEASE: I agree to have my photograph taken at SAFE House for the purpose of recording my physical abuse and the most recent physical assault. This photo will be on file and available for any court action for evidence.

SIGNED:__________________________ DATE:_________________________

WITNESSED BY:____

RELEASE OF LIABILITY: I agree to sign the attached RELEASE OF LIABILITY and to abide by the rules and regulations of SAFE House. I understand that my temporary residence can be terminated at any time if I violate house rules.

SIGNED:__________________________ DATE:_________________________

WITNESSED BY:____

APPENDIX Y

Sample Needs/Goals

NEEDS/GOALS LIST	DATE ENTERED	ACTION TAKEN	DATE RESOLVED
client needs emergency assistance	6/1	6/1 called DSS, made appt. for 6/3.	6/3
		6/3 client got on E.A.	
client needs diapers & baby formula	6/1	6/1 called Salvation Army for emergency money for diapers & formula.	6/1
		6/1 called WIC for appt, for supplemental food coupons for formula	
		6/10 went to WIC appt.	6/10
client needs appartment	6/3	client calling landlords	
client needs divorce	6/6	6/7 called Legal Aid, made appt. for 6/8	

APPENDIX Z

Sample Referral List

REFERRALS LIST

NAME OF AGENCY/PERSON	DATE REFERRED	FOLLOW-UP (CONTACTS, DATE, ETC.)
J. Smith/Salvation Army	6/1	
M. Martin/DSS	6/1	Appt. on 6/3, E.A.
W. White/WIC	6/1	Appt. on 10th
J. Jones/A Realty Co.	6/3	Called him to look at apt. on 6/6
B. Brown/Legal Aid	6/6	Made appt. for 6/8

APPENDIX AA

Inservice Training, May 23, 1978[1]

I. Introduction by Trainer
II. FILM: "Incest, The Victim Nobody Believes"
III. Team Building Exercises
IV. Lunch
V. Team Building Exercises
VI. Gardening Talk
VII. Project Organization

I. Introduction by Trainer
  A. Brainstorming Session
    1. Characteristics of an unhappy team
      a. Tardiness
      b. Indifference
      c. Conflicts
      d. Inefficiency
      e. Hostility
      f. Envy
      g. Jealousy
      h. Lack of communication
      i. Lack of enthusiasm
      j. Boredom
      k. Lack of commitment
      l. Futility
      m. Low self worth
      n. Resentment
      o. Frustration
      p. Godliness
      q. Guilt
      r. Perceived incompetence
      s. Distrust
      t. Bitching
      u. Gossip

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[1] A training given by Shula Reinharz to DVP

(APPENDIX AA con't)

2. Characteristics of a good team
    a. Tolerance
    b. Respect
    c. Laughter
    d. Loving/giving
    e. Support
    f. Talent
    g. Creativity
    h. Open mindedness
    i. Ambition
    j. Coordination
    k. Flexibility
    l. Understanding
    m. Accuracy
    n. Cooperation
    o. Excitement
    p. Commitment
    q. Honesty
    r. Communications
    s. Protectiveness
    t. Productiveness
    u. Variety
    v. Dedication
    w. Interest
    x. Faith

B. Description of an Organization
    1. Resources
    2. People who are organized
    3. Work done with clients

II. Film
    A. Talking straight - Feelings generated by film among participants
        1. Embarassment
        2. Anger
        3. Empathy

4. Fear
5. Self doubt
6. Sad
7. Frustration
8. Guilt
9. Remembering myself
10. Anxiety

B. Things Learned by Staff Via Straight Talking Session
   1. Listen
   2. Connect our work with our own lives

III. Team Building Exercise (Personal Working Styles)
   1. Generally, the way I like to work is...
   2. The way I wish other people would work is...
   3. When I do a good job I'd like...
   4. When I do a poor job I'd like..or show up late I'd like...or forget to do something I promised I'd do I'd like...

THE WAY I'D LIKE TO BE TREATED

THE HOUSE TEAM

We have the same needs
We like organization
We like balance of privacy and interaction

THE CLINICAL TEAM

I like spontaneity
I'm afraid to make the wrong decisions so I need support
We're coming from different places
I need to be acknowledged
I need new challenges
I want specific feedback
I want negative feedback as soon as possible
I want calmness and honesty
I want balanced criticism: Remember the good
I don't like fake stroking
I want to be respected, listened to, taken into account
See the negative in a larger framework
I want to benefit from the other people's point of view

THE OFFICE TEAM

We have difficulty in accepting our own failures
We like to work alone/I like pressure
We like to see success

PROBLEM SOLVING EXERCISES

Group was broken down into small groups. Each group was given a problem to solve.

Group A: The House Team, 4 persons. (See attached Problem A)

In dealing with their problem, group A used innovation as a way to resolve its problem. They created the position of personnel manager to more tightly supervise the staff and present a united front to the disruptive client.

Group B: The Clinical Team, 8 persons. (See attached Problem B)

In dealing with their problem, group B used confrontation as a way to resolve their problem. They decided to confront the staff person causing the problems directly to see if this will affect her behavior.

Group C: The Office Team, 3 persons. (See attached Problem C)

In dealing with their problem, group C used training as a way to resolve their problem. They decided to use training to educate the staff about the problem, hoping the staff will then be more effective.

STEPS FOR GOOD PROBLEM SOLVING IN TEAMS

1. Clarify the assumptions involved.
2. Make positive assumptions.
3. Determine motivations (Poor).
4. Break the problem down.
5. Come up with options (Brainstorm).

Problem Set A

Client A is very attractive and well liked, but she is a manipulator. She befriends several staff members but in order to attain power herself, she tends to set up situations where half the staff is always pitted against the other half. It is never clear to either half how they have ended up fighting tooth and nail either for or against Client A. The net result is that the staff is always factionalized. This affects other aspects of the organization. What are some possible solutions to this problem?

Problem Set B

Staffer A continuously does Staffer B's duties. She looks through papers that are not hers and tells the public and clients wrong information but presents it as truth. Staffer B is furious but doesn't know how to approach Staffer A without being hasty. She tries to think of ways to approach the situation in a way that will end up being the most productive. What might be some ways of approaching the situation?

Problem Set C

Staffer B spends a month compiling a reference file. The process of putting it together has taken many interviews and telephone calls. Once the index is complete, no one uses it and one person condemns the whole project because it has set up a correspondence with rival organizations. Staffer B is tired and hurt because all her efforts are for naught. How should this situation be dealt with?

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